THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

VOL. XXXII.—NO. 1.
E. L. KELLOGG & CO., 25 Clinton Pl. (8th St.), N. Y.

JANUARY 2, 1886.

$2.50 A YEAR; 6 CENTS A COPY.
I. W. PITCH, Western Office, 335 Wabash Ave., Chicago.

STILL IN THE ASCENDANT!!

Appletons' School Readers.

BY

WM. T. HARRIS, LL.D., *Sup't. of Schools, St. Louis, Mo.*
A. J. RICKOFF, A.M., *Sup't. of Instruction, Cleveland, Ohio.*
MARK BAILEY, A.M., *Instructor in Elocution, Yale College.*

Based on the true principles of progressive education. Develop the powers of thought and expression. Embrace the Word, Phonic, and Alphabetic methods. Elementary studies in Elocution introduced occasionally. The most successful and instructive Readers ever published.

Recently adopted by the Board of Education of the City of

PHILADELPHIA.

The following are among the principal cities in which APPLETONS' READERS are now successfully used:

CITY OF NEW YORK,
CITY OF BROOKLYN,
CITY OF JERSEY CITY,
CITY OF PATERSON, N. J.,
CITY OF HOBOKEN, N. J.,
CITY OF POUGHKEEPSIE, N. Y.,
CITY OF CHICAGO, (exclusively).
CITY OF CLEVELAND,
CITY OF OMAHA, NEB.,
CITY OF KANSAS CITY, MO.,
CITY OF ATLANTA, GA.,
CITY OF SYRACUSE, N. Y.,

and many hundreds of other cities and towns throughout the country.

Descriptive circulars, price-list, etc., sent free on application. Favorable terms for introduction and exchange. Send for new educational catalogue. Subscribe for "Educational Notes," (free). Do not introduce new books until you have examined our list.

D. APPLETON & CO., Publishers,
New York, Boston, Chicago, San Francisco.

LIPPINCOTT'S
POPULAR SERIES OF READERS.

"Cultivate a Taste for Reading as a Source of Knowledge."

Evidence that the books meet the wants of progressive educators.

Adopted for use in

City of New York,
City of Philadelphia.
City of Cambridge, Mass.,
City of Salem, Mass.
City of Newburyport, Mass.
City of Rockland, Me.
City of Keene, N. H.
City of Meadville, Pa.

And hundreds of towns throughout the country.

Correspondence solicited. Liberal terms for introduction and examination.

Address
J. B. LIPPINCOTT COMPANY, PUBLISHERS,
715 & 717 Market St., Philadelphia.

LIPPINCOTT'S
POPULAR SPELLING BOOK.

A copy will be sent on receipt of 20 cents.

Several features PECULIAR TO THIS BOOK are deserving of special consideration, as they make it very different from the ordinary Spelling-Book.

(1.) The principle of COMPARISON AND CONTRAST has been generally observed in the selection of the words in the lessons.

(2.) The words given are those in COMMON USE and THOSE MOST COMMONLY MISSPELLED.

(3.) These words have been SELECTED AND CLASSIFIED with great care.

(4.) The lessons are WELL GRADED and many are GIVEN IN SCRIPT.

(5.) Greater attention is paid to "HOMONYMES" than in any other work with which we are acquainted.

(6.) Free use has been made of "LITERARY GEMS," mostly from English poetry. These are dependent on the lesson, and are intended to illustrate the use and of the words to serve for memorizing.

"THE COMMON BRANCHES."

The Best Books
The Fewest in the Series
At the least Expense

WHILE various gradings and different methods create demands for numerous text-books, the following selection is presented as an equipment containing all the essentials for "The Common Branches."

READING: SWINTON'S SERIES OF READERS. *Five Books.*
SPELLING: SWINTON'S WORD BOOK OF SPELLING. *One Book.*
ARITHMETIC: FISH'S SERIES. *Two Books.*
GEOGRAPHY: SWINTON'S SERIES. *Two Books.*
GRAMMAR: WELLS'S SHORT COURSE. *One Book.*
HISTORY: SWINTON'S CONDENSED U. S. *One Book.*
PENMANSHIP: SPENCERIAN COPY BOOKS. *Series.*

Write to us for a circular showing how this Fresh, Bright, Thorough, and Popular series, may be introduced into your school at merely nominal prices.

IVISON, BLAKEMAN, TAYLOR, & CO., 753-755 Broadway, New York.

PART 1st 25 CENTS.
A perfectly graded Text-Book in Vocal Music.
PLAN OF EXERCISES.
(a.) Tetrachord. (b.) The Scale. (c.) The Common Chord in its three positions. (d.) The Related Trials. On the fourth and fifth degrees of the scale.

EXERCISES FOR SCHOOL AND AND HOME. **SONGS**

PART 2d. 50 CENTS.
Contains the finest collection of two part Exercises and Songs ever published.
Part 3. will be ready in July. Price, 75 cents.
C. H. BROWNE, 19 Bond Street, New York.

(Cut Represents One-Half Size.)

AN EXCELLENT HOLIDAY PRESENT.

TEACHERS:

YOU have long desired a pencil sharpener that would be simple in construction, rapid and quiet in operation, durable and accurate in mechanism, and attractive in appearance. We now offer you one that meets fully all of these requirements.

DIXON'S PENCIL SHARPENER

MANUFACTURED UNDER THE W. H. LAMSON PATENT, MAY 12, 1885.

is one that any child can easily operate. It will sharpen 60 pencils in five minutes in a manner that will win your lasting approval.

The Dixon Pencil Sharpener is simplicity itself, the price is moderate, and if you value time and cleanliness and pleasant temper you cannot afford to be without one of these most effective machines. One of its chief merits is that when the knife becomes dull another can be placed in position in a few seconds. *Mention New York School Journal and send for descriptive circular.*

JOS. DIXON CRUCIBLE CO., Jersey City, N.J.

W. H. Walmsley & Co.
SUCCESSORS TO
L. & J. BECK,
1016 Chestnut St., Phila.

Microscopes and all **Accessories** and **Apparatus, Photographic Outfits** for **Amateurs, Spectacles, Eye-Glasses, Opera & Marine Glasses,** etc., etc.

Illustrated Price List mailed free to any address. Mention this paper in corresponding with us.

A. H. ANDREWS & CO.,
SUCCESSORS TO
BAKER, PRATT & CO.,
GENERAL SCHOOL FURNISHERS,

Manufacturers of the CELEBRATED "TRIUMPH" & "PARAGON" DOVETAILED *SCHOOL DESKS*

Globes, Andrews' Tellurians, Maps, Anatomical, Philosophical and Geographical Charts Blackboards, etc.

The latest inventions in School Apparatus for every grade of school. Special circulars of any of the above free on application.

A. H. ANDREWS & CO.,
19 Bond Street, New York.
815 Arch Street, Philadelphia.
27 Franklin Street, Boston.
195 Wabash Ave., Chicago.

SCHOOL BOOKS BOUGHT
TEACHERS
Send us a list of all the School Books you wish to dispose of and we will make an offer for cash or exchange.
W. H. KEYSER & CO.,
Tenth and Arch Sts., Phila.

NATHANIEL JOHNSON,
MANUFACTURER OF
CHURCH AND SCHOOL FURNITURE
Reversible Settees for Sunday-Schools,
KINDERGARTEN TABLES, ETC.
490 Hudson St., New York.

PURIFY THE BLOOD

BAD BLOOD, SCROFULOUS, Inherited and Contagious Humors, with Loss of Hair, Glandular Swellings, Ulcerous Patches in the Throat and Mouth, Abscesses, Tumors, Carbuncles, Blotches, Sores, Scurvy, Wasting of the Kidneys and Urinary Organs, Dropsy, Enemia, Debility, Chronic Rheumatism, Constipation and Piles, and most diseases arising from an Impure or Impoverished Condition of the Blood, are speedily cured by the CUTICURA RESOLVENT, the new Blood Purifier, internally, assisted by CUTICURA, the great Skin Cure, and CUTICURA SOAP, an exquisite Skin Beautifier, externally. CUTICURA RESOLVENT is the only blood purifier that forever eradicates the virus of Inherited and Contagious Blood Poisons.

Sold everywhere. Price: CUTICURA, 50c.; SOAP, 25c.; RESOLVENT, $1.00. Prepared by POTTER DRUG AND CHEMICAL CO., BOSTON, MASS.

☞ Send for "How to Cure Blood Humors."

CALL AT THE
DENTAL ROOMS
OF
DR. J. W. STEWART,
23d Street and 9th Ave.,
If your teeth are needing attention. Reliable Work Moderate Charges. Plastic fillings for broken down and sensitive teeth a specialty.
Refers to A. M. Kellogg, Editor SCHOOL JOURNAL.

6 Barclay St., 12 Vesey St., **E. B. BENJAMIN,** **NEW YORK.**
Importer and Manufacturer of
SCHOOL AND LABORATORY APPARATUS, PURE CHEMICALS.
Agent for NON-BLISTERING PLATINUM.
A very large stock of first-class Apparatus for sale at lowest rate for best goods. Correspondence solicited.

THE BEST, CHEAPEST, AND MOST DURABLE BLACKBOARD.
TRIED! TESTED!! PROVED!!!
Endorsed by all Superintendents and Teachers wherever used.
☞ Send for full descriptive circular.
A. H. ANDREWS & CO., 19 Bond Street, New York. 27 Franklin Street, Boston. 815 Arch Street, Philadelphia. 195 Wabash Avenue, Chicago.

JOSEPH GILLOTT'S STEEL PENS.

THE FAVORITE NUMBERS, 303, 404, 332, 351, 170, AND HIS OTHER STYLES
SOLD BY ALL DEALERS THROUGHOUT THE WORLD.
For Fine Writing, No. 1, 303, *and Ladies'*, 170. For Broad Writing, 294, 389, *and Stub Point*, 849. For General Writing, 332, 404, 390.
For ARTISTIC USE in fine drawings, No. 659 (the celebrated Crowquill), 290 & 291.
Other styles to suit all hands. ☞ Sample Cards, Price Lists, etc., furnished on application.
JOSEPH GILLOTT & SONS, 91 John Street, N. Y. HENRY HOE, Sole Agent.

ADVANCED METHOD OF BOOK-KEEPING
THE SEVEN-ACCOUNT SYSTEM.

The condensed but complete treatise on the *SEVEN-ACCOUNT SYSTEM!*
Comprising 120 double pages (10x14) on Mercantile Book-keeping and Banking,
$1.00.
THE SEVEN-ACCOUNT SYSTEM
BOOK-KEEPING JOURNAL.
A monthly treatise on the following studies: ADVANCED BOOK-KEEPING, SHORTHAND, GERMAN, COMMERCIAL LAW, ARITHMETIC, SPELLING, HISTORY, PENMANSHIP, CORRESPONDENCE, GRAMMAR.
Price, 25c., per copy.
Business College.
A full course of instruction, books included, time unlimited.
$50.00.
THE SEVEN-ACCOUNT SYSTEM CO.,
PAMPHLETS 5 CENTS. *22 North Clark Street, Chicago, Ill*

BUY THE BEST,
But don't buy until you have seen
STANFORD'S
Size 52 x 60 inches.
CELEBRATED
WALL MAPS.
IMPORTED ONLY BY
HARRIS, ROGERS & CO
36 Bromfield Street, Boston.
Send for circular. *Room 4.*

COLUMBIA BICYCLES
THE POPULAR STEEDS OF TODAY
COLUMBIA TRICYCLES
FOR LADIES AND GENTLEMEN.

ILLUSTRATED CATALOGUE SENT FREE.
THE POPE MFG. CO.
597 WASHINGTON STREET.
BRANCH HOUSES: 12 WARREN ST. NEW YORK. 115 WABASH AVE. CHICAGO. BOSTON, MASS.

UNMOUNTED PHOTOGRAPHS
Of ancient and modern works of art, embracing the masterpieces in
Painting, Sculpture and Architecture
Together with Reproductions of the best modern
ENGRAVINGS, ETCHINGS ETC.,
And Views from all parts of the World. Send 10 cents for catalogues of 7,000 subjects.
SOULE PHOTOGRAPH CO.,
338 Washington St., Boston.
AGENTS.
Jas. Pott & Co., 12 Astor Place, } New York.
Wm. T. Gregg, 318 Broadway, }
Chas. A. Duhring, 1826 Arch St., Phila.
Household Art Rmoos, 24 Adam St., Chicago.

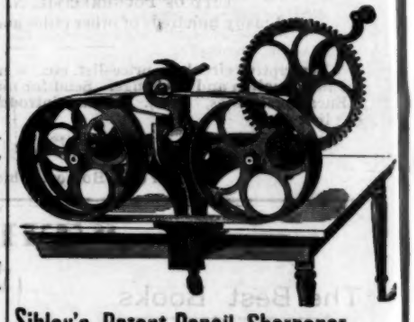
THE WONDERFUL LUBURG CHAIR.
Library, Smoking, Reclining, and Invalid Chair Combined.
60 CHANGES. Price, $7 and up. Send Stamp for Catalogue.
LUBURG M'F'G CO. 144 N. 8th St., PHILA. PA.

EPPS'S
GRATEFUL—COMFORTING.
COCOA

EIMER & AMEND,
205, 207, 209 and 211 Third Avenue,
NEW YORK.
Importers and Manufacturers of
Chemical Apparatus,
AND
CHEMICALLY PURE CHEMICALS.

Chemists, Colleges, Schools, and Laboratories,
supplied with the best goods at the lowest prices. Bunsen's Burners and Combustion Furnaces, a specialty in manufacture.

THE ESTEY ORGANS have been favorites for years. No Organ is constructed with more care, even to minutest detail. Skilled judges have pronounced its tone full, round, and powerful, combined with admirable purity and softness.
Illustrated Catalogues sent free.
ESTEY ORGAN CO., Brattleboro, Vt.



Sibley's Patent Pencil Sharpener.
The Only Practical Lead and Slate Pencil Sharpener Ever Invented.
Simple, durable, and easily kept in order. Works rapidly, and makes a fine point.
Warranted to work twice as fast as any Pencil Sharpener in the market.
Send for descriptive circular to
WILLARD E. SIBLEY, *Waltham, Mass.*

NOW READY!
EDUCATIONAL
TOY MONEY FOR SCHOOLS.
Any denominations in bulk as wanted.
Send for Special Circular.
MILTON BRADLEY CO.,
Springfield, Mass.

McShane Bell Foundry,
Finest Grade of Bells.
CHIMES AND PEALS for CHURCHES SCHOOLS, &c. Send for Price and Catalogue. Address, H. McSHANE & CO. Mention this paper. Baltimore, Md.

BUCKEYE BELL FOUNDRY.
Bells of Pure Copper and Tin for Churches, Schools, Fire Alarms, Farms, etc. FULLY WARRANTED. Catalogue sent Free.
VANDUZEN & TIFT, Cincinnati, O.

Musical far sounding & highly satisfactory Bells for Schools, Churches, etc
MENEELY & CO., Established 1826
WEST TROY, N. Y.
Description and prices on application.

ESTERBROOK'S STEEL PENS.
No. 333. ESTERBROOK EXTRA FINE Extra Fine.
STANDARD SCHOOL NUMBERS,
333, 444, 128, 105 & 048.
FOR SALE BY ALL STATIONERS.
ESTERBROOK STEEL PEN CO., 26 John St. N. Y.

The School Journal.

ESTABLISHED 1870.

THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG,
JEROME ALLEN.
FRANCIS W. PARKER, } Editors.

Terms for E. L. KELLOGG & CO.'S Publications.

The School Journal. (Weekly.) $2.50 a year.
The Teachers' Institute and Practical Teacher. (Monthly.) $1.25 a year.
Treasure Trove and Pupils' Companion. (Monthly.) Illustrated. $1.00 a year.

CLUB RATES FOR ONE YEAR TO ONE ADDRESS.

The School Journal *and* Treasure Trove, $3.
The Teachers' Institute *and* Treasure Trove, $1.80.

E. L. KELLOGG & CO.,
EDUCATIONAL PUBLISHERS,
25 Clinton Place, (8th St.) N. Y.

MANAGER WESTERN OFFICE, I. W. FITCH, 335 Wabash Ave., Chicago, Ill.

GEN. EASTERN AGENTS, HENRY A. YOUNG & CO., 55 Franklin St., Boston, Mass.

New York, January 2, 1886.

CONTENTS.

EDITORIAL.
Imaginary Misery—Keeping At It—Industrial Education—The Voice of Conscience—A "Living Epistle." 3
Are Our Schools Improving? 4

EDITORIAL NOTES.
The Elmira Superintendency—The Puritan—Good Teachers Wanted—Dr. Northrop 4

EDUCATIONAL ARTICLES.
Manual Training through Industrial Drawing 4
The Imagination 5

THE SCHOOL-ROOM.
Talks With My Pupils.—I 6
Penmanship in Public Schools. *By Lyman D. Smith* 6
Perspective Drawing. *By N. W. Hull* 6
An Exercise in Forming Sentences 7
Lessons in the Tonic Sol-Fa System. *By Theodore F. Seward* 7
The Little Folks. *By Wm. M. Giffin* 7

TABLE TALK 8

READING CIRCLES 8

FOR THE SCHOLARS.
Memory Gems for the Youngest 8
Trout Life 9
Stories for Reproduction 9
The Things of To-Day 9

EDUCATIONAL NOTES.
Personals 10
New York City 10

LETTERS.
Answers 11
Questions 11

BOOK DEPARTMENT.
New Books 12
Announcements 12
Literary Notes 12
Magazines 13

It is something for a weekly educational paper to have lived fifteen years, and at the close of that time be in a condition to enlarge its columns and advance its price. This is the situation of the SCHOOL JOURNAL to-day. We know all our friends will rejoice with us in the forward step we thus take. It means more work for the editors and publishers, but more help for the teachers, more opportunity for clearing away the rubbish of antiquated humbugs and building up an enduring structure. We pledge our readers to put forth the most earnest efforts in our power to advocate the truth as God gives us to see it. Co-operation is the watchword of success. Every blow we strike raises wages and secures more permanency. Let us work together with mutual forbearance and we shall soon be able to rejoice together over the results of our labor.

IF we expect to do the highest good we must give people what they want, before giving them what they need. The wants of the world will be satisfied somehow, by somebody. They must be made to feel their needs.

MORE than half the troubles in this world are imaginary. The real mountains we must cross are not many. The most of us are like the little girl who sat crying on the floor. After a while she stopped and seemed buried in thought. Looking up suddenly, she said: "Mamma, what was I crying about?" "Because I wouldn't let you go down town." "Oh, yes!" and she set up another howl. So, we older babies, busy ourselves about the merest trifles, and get into complaining habits, about half the time forgetting exactly what it is we are so upset about, yet going right on in the same melancholy mood. It is all nonsense. The world is what *we* make it. If we want to be miserable we can be, and we can find plenty of company; but if we want the sunshine we can always find it for it fills all God's universe.

THE long-looked-for thing that doesn't happen, and the desired good that is a long time in coming, are the very things that will surely be, if we keep on in the path of success. The thing to do is to keep working *in the right way*, and we'll get what we need sometime, and no mistake about it. The difficulty with all unsuccessful people is, they don't travel in the road that leads to success, or if occasionally they do get in it, they get out of it about as soon as they get in. They haven't the gift of continuance. They lead hop-skip-and-jump sort of lives, now here, now there, now you see them, now you don't. They are brilliant by fits and starts. They have steam enough, but it's very uncertain what its going to do. The steady-pulling ox plows more acres in a day than the frisky horse. It has always been that a long pull and a strong pull will pull something before it gets through pulling. The thing is to keep on pulling at something *worth pulling*, and capable of being moved. Success in knocking away obstacles consists in knowing what ought to be moved, and what can be moved, and then finding out the weakest place, and *going at it*. The man of success is just as certain before he begins as when he hears the hurrahs at the end. This is what made Grant so calm. He knew success before it came. The same is and must be true of all successful men. They know what ought to be done, what can be done; they find out the vulnerable point, and then go at it with might and main, day in and day out, years in and out, if necessary, but they go at it, and keep going at it.

THERE is a growth of thought pertaining to Education by Doing—commonly called Idustrial Education. It is apparent that we shall see it spread widely and rapidly. The reason of it lies deep in the nature of man. Man begins his mental growth when he begins to study the world outside of him, people, the earth, things—on these he fastens his eyes—all his senses. He learns three modes of expressing his knowledge, through language, art, and numbers. The education that came to us from the past first exalted one of these modes of expression—language, and made its study cover seven laborious years; numbers were added. In later years the tendency is to go back and begin where the Creator started man and let him study people, the earth, and things. There is a beautiful philosophy underneath all this. Industrial education (properly understood) is THE education.

WE have something within us that is continually saying: "This is right—do it; this is wrong—don't do it." Listen! "In the silent midnight watches" it speaks, in the crowded street it whispers, in our hours of gayety it talks to us. What is it? Some call it conscience; some say it is a guardian angel who is always by us; others think it is the innate sense of the right. Well, whatever it is—conscience, an angel, a faculty—it is a voice that talks to us and we to it. With it always by us, we can never be alone; it's company in the desert, on the mountain, or in the crowded church. In children this voice is especially recognizable. The other day a little boy had been doing something very naughty, for which his mother said to him: "William, did something tell you what a naughty boy you have been?" "Yes, mamma; it talked to me so much I ran to the barn, but it wouldn't stop talking." When a teacher appeals to a pupil: "Do you think you did right?" the voice at once answers for the scholar, and, unless under the impulse of passion or stubborness, it will always compel a correct reply. It can be depended upon in children, and properly appealed to, it becomes a governmental force of tremendous power. It must be confessed that in older people this voice often becomes quite weak, if not wholly silent.

There are many men and women who seem to be able to do and say very wicked things with no inner reproof. It is a bad condition to be in, for it is so far removed from the condition of childhood. To be a child in feeling and a man in action is the very highest state we can expect to reach in this life. Some of the wisest sages have always kept the sympathetic responsiveness of childhood's condition. It is a grand thing to keep. We should never grow to be so old that we cannot shed tears when circumstances require it, or heartily laugh over innocent, simple, childish fun. John Quincy Adams was in some respects a haughty man, but he was always so much a child he could never go to bed without saying his "Now I lay me down to sleep." Was it a weakness?

THE pupil has a lesson to learn from the book, but instead he learns one from the teacher. The teachor's manner is not all that is copied—that is usually caricatured. His anger at lapses from duty, his exacting the pound of flesh, his police proclivities, his petty traits of which he is wholly unconscious, his repititions of anecdote, his self-praise—all these may exist and be copied. But worse is the copy of a mode of thought—bitterness towards offenders; contempt of those who lack mental power, (especially memorizing power); connivance at deception, (especially in preparation for examination); unappreciation of real effort unless the result comes out in a set form of words; a leaning towards the attractive in person—the better clad, or the richer in worldly gear; the classification of all pleasantry with deviltry; disappointment that the pupil does not look at the world as the teacher does. These things will be copied.

Now the teacher, who, conscious that he is to do no more than hear lessons, makes a great mistake; he is set up as a model. Visiting a manufactory of china-ware in Paris, the visitor sees most costly paintings in the rooms, even in the halls, through which the workmen passed. "Why are these here?" he asks. "To serve as models and suggestions to the workmen." The teacher's life enters into the life of the school. If he is ambitious so are the pupils. Is he narrow and selfish? so are they. Is he slovenly of dress? so are they. Is he dudish? so are they.

As to his spirit they imbibe that and reproduce it. The Bartholdi statue could well be set up over every teacher's desk; he is truly a light-bearer. As he is so will his pupils be. There are to-day ten millions of children in the school-rooms, watching with twenty million eyes the doings of their teachers. The vice of intemperance passes on from generation to generation, as though no teacher ever said a word against it. Tobacco smoking and chewing is as offensive now as when Charles Dickens visited our shores. Somehow, the children have found out by reading those teachers, that these things are not so very bad. What is true of these, is true of deeper things. The teacher is a "living epistle," and is read with care by his pupils.

ARE OUR SCHOOLS IMPROVING?

In other words are educated men and women multiplying? Is there more effective thinking now than formerly? Are our teachers better able than in years past to train the developing mind? In a money point of view, do our schools pay for what they cost, and would it be good economy to increase their number and expense? There are many intelligent men who believe that much of the money now spent for education is thrown away. A gentleman, who is thoroughly conversant with school matters in all parts of our country, who has made some of the most popular school-books now in use, and has had nearly twenty-five years experience in school work, said a week ago, that there had been but slight improvement during an entire generation. In the following particulars he thought there was an advance:

The alphabet-method of learning to read was fast passing away, more physiology is taught, literature is becoming more generally studied, but excepting in these and a few other minor particulars, there is little improvement over the past. He said the people are disgusted with grammatical grinding, but the teachers will not give it up. Order is no better now than formerly, arithmetic is less thoroughly studied, good spelling is less general, and the art of declamation is far less attended to, and the time pupils attend school is nearly two years less than a generation ago. The rigid grading now insisted upon is sending many bright pupils into the world ignorant of many things the more flexible system, or no-system, of yore permitted. He said he was disgusted at the cramming practiced, and the superficial character of a score of things attempted, but not finished. As far as qualification is concerned, he said that the rank and file of the body of teachers had no real love for their work, and were no better prepared to teach than was the old time schoolmaster. The country district school of old was a thing of the past—its memory dear—but no more to be found.

Now, this gentleman is not a croaker. His work is making school books, and it is necessary for him to keep himself in sympathy with the present. An excellent manuscript was presented him the other day, which was rejected, because he said nobody would use it. It was too advanced. It might do fifty years hence, but not in the year 1886. His views are worthy of careful consideration: It is true that there is little appreciation of what is meant by "*an education*"—even by many who stand high in the literary world. Even so acute an observer of men and things as Edward Everett Hale, recently approved the remark of a Boston teacher, who said: "When I leave the school-room, I leave the school-room; I don't permit myself to do anything at home that pertains to school." And the New York *Herald* recently said: "Children should be made to study hard in school, but not a lesson should be learned at home." Such statements indicate that the real scope and power of what a good education is has not yet entered the minds of our leading writers.

Are the people more comfortably housed and clothed than ever before? Do we travel at a speed undreamt of a hundred years ago? Are ten thousand inventions revolutionizing the world? Whence comes all this? The only possible answer is: *Thought*. Thought such as the world has never before realized, not by a few, but by the many. Millions have learned how to think, not in unprofitable speculation, as during the middle ages, but practically, personally, and usefully. Everywhere we turn we see its results. Every railroad shows it, every garment proves it, every screw proclaims it, and every locomotive thunders it throughout the length and breadth of the entire world. The question is not, just now, whether we are better or worse than formerly. It is a question of whether the thinking of the world has been quickened during the past generation, and the answer comes from every land: "There never was such an age as this!" The education of the people has been the cause of all we see and wonder about; the schoolmaster is the apostle of education, and the school-house his temple. However poor he may have been, and to-day is, nevertheless it is to him more than anyone else we must assign the cause for all this age is giving us.

But we are improving. Our school-books have reached a point of excellence which is almost perfection, our school-houses are models of arrangement and convenience, our teachers are reading as never before, and our courses of study are including the things of to-day, and developing the whole nature of the growing child. A great work remains to be done; but a movement has commenced which no obstacles can stop. It is only a beginning, but *it is a beginning*, and its results have already far surpassed the wildest dreams of poets or philosophers. What will the future be?

To the ordinary mind the word education carries with it the idea of a school-house and a course of study, and the educated man, one who has passed through a college and obtained a degree. But to those who have thought deeper, education comprehends all the processes that fit a human being for filling any sphere in life, and an educated man is one who can grasp the forces he meets, and turn them to good account in the work in which he is engaged. One of the best educated men in Illinois was a man who could not read or write, but who never made a mistake in buying and selling cattle. His judgment was so thoroughly cultivated that he could estimate the weight of an animal with certainty, and forecast the market with precision. The famous merchant, A. T. Stewart, never made a mistake in filling his store with goods. He had a foresight so excellent, that he would risk millions upon what to others was a venture, but to him a reality. No one has or ever will have an all-sided education. As the world progresses specialists must increase. The elements that make a successful farmer will not of necessity make a good lawyer or doctor. A good teacher might make a poor minister, and a successmerchant a miserable manufacturer, yet each of these individuals may have an excellent education.

LAST week we referred in somewhat emphatic terms to the change in the office of city superintendent in Elmira, N. Y. Since that time we have received a communication from a leading citizen in that city which puts the matter in a different light. We gladly give it a prominent place in our columns, simply adding that as far as we are *personally* concerned, we don't care who directs the schools in that enterprising city; but *professionally* we shall hail with joy the advent of the day when school matters shall be managed by school men.

DEC. 28, 1885.

"In the SCHOOL JOURNAL of Dec. 26, the article in reference to the change of superintendent of schools in Elmira shows that you have been entirely misinformed in regard to the case, except the fact that Mr. C. B. Tompkins was removed, and Dr. G. V. R. Merrill at the same time elected in his place, and the complimentary remarks of the papers regarding both the gentlemen. But you err in saying that Dr. Merrill supplants a 'professional teacher,' and that he was elected in his place 'on a strictly party issue.'

"The facts are these: The board consists of nine members, chosen by non-partisan methods, though a majority of its number are now, as they have been, for at least a dozen years, Republicans. Mr. Tompkins and Dr. Merrill are both republicans.

"Mr. Tompkins is not known as a 'professional teacher.' He was two years a member of the board, while Mr. M. M. Merrill was superintendent, and was one of the five who voted for Mr. Merrill's removal. He was soon after elected to fill the vacancy, resigning his position as book-keeper in a mercantile house for that purpose. About that time the superintendent was relieved of the care and supervision of the instruction, classification, and internal management of the schools, and those matters have since been left to the principals in their respective schools, subject only to the rules of the board. The superintendent is simply the secretary and business agent of the board. That change in the policy of the board has been much criticised.

"The recent vote of five members removing Mr. Tompkins, and electing Dr. Merrill, included men from both political parties, and was in no sense a 'party issue.' The reason of the board for their action has not been made public. Mr. Tompkins was faithful in the discharge of the duties devolved upon him, and that much is expected of Dr. Merrill. It is simply just that these facts be stated."—*Com.*

AT the dinner of the Sons of New England last week, it was said:

"We admire the Puritan; we eat terrapin and drink champagne and have a jolly good time once a year over his glorious achievements and granite manliness, but we do not live his life, or emulate his deeds. He is dead in this generation. Science, art, scepticism, culture, 'sweetness and light,' have whacked away at him with chisels, sand-paper, wit, satire, ridicule, abuse, till his original lineaments are lost, till his great-grandson is no more like his ancestor than the new Old South Church in Boston is like the old Old South."

At the same dinner Rev. Dr. Paxton said:

"We are producing, I'm sorry to say, a generation of dudes and 'It's English, you know.' If Booth and Salvini should come to New York to play tragedy for a month, they would have empty houses, but 'Adonis,' with a graceful man in tights, posturing, and some graceful girls in stockings dancing, could run 500 nights. What this age loved, the old Puritan despised. Money and pleasure were the worship of the age. It was not the man of broad views and deep culture who get the most notice in the newspapers, but the millionaire. Seriously speaking, however, it was the man of passionate convictions who ruled the world. In this the Puritan spirit still shone supreme. Men with this spirit could alone preserve this country, and they must do it."

There is much food here for thought. The charges are severe, but are they not true?

THERE is a good geography lesson in the fact that on the 22d of November a bouquet, composed of phlox, geraniums, mourning bride, pinks, mignonette, larkspur, and two or three other kinds of flowers were gathered. No other Northern state can boast of such flowers, growing out of doors at that time of year.

TO RAISE salaries, increase qualification. The reading circles will raise salaries one-tenth in the course of a few years. Quincy, and its methods, have lifted salaries already quite as much as that. A genuine knowledge of drawing would add as much. The fault is in ourselves that the people hold education so cheap.

AN agent of this journal was met by a western superintendent with: "What we want is the kind of teachers your paper describes. We have three here, one from Colonel Parker's school, one from Oswego, and one made by reading your papers. But that is'nt enough We want more. Can you not send us some of the teachers you describe?" A better class of teachers is slowly being produced. The old sort hold on amazingly; "few die, none resign," is the way the "outs" in politics manfully put it.

DR. NORTHROP has just returned from a trip in the West and South, having given thirty-eight lectures during the last two months. After meeting engagements in the North for six weeks, he returns to New Orleans to give a course of lectures at the Tulane University. Col. Wm. Preston Jonnston, its able president, shows a deep, practical interest in the public schools of New Orleans and of Louisiana. He is planning in many ways to make this university, with its large endowment, promote the improvèment of the schools of New Orleans and of Louisiana. A native of the South, a graduate of Yale College, a man of broad culture and large and varied experience, he is the right man in the right place. Under his wise administration, the university is growing in its attendance and influence, as well as in popular favor. It is sure to be the pride of the state.

1886.

What shall it be? joy, sorrow, prosperity, adversity? These and more shall come to many; if to any of us, may we have strength to bear the burden, for prosperity is often harder to bear than adversity. But, whatever comes, we wish all our readers a

HAPPY NEW YEAR!!

MANUAL TRAINING THROUGH INDUSTRIAL DRAWING;

According to the plan developed by Charles M. Carter, of the Mass. Normal Art School, and State Agent of the Board of Education.

EDITORIALLY REPORTED.

Mr. Carter's plan considers Industrial Drawing a development of the study of form. Starting with this idea, all work is considered as coming under three heads:

1st. Obtaining a knowledge of form by observation of hand and eye.

2nd. Expressing this knowledge by construction (making objects), drawing, and language.

3rd. Combining known forms into new forms by invention or design.

OBTAINING KNOWLEDGE OF FORM BY HAND AND EYE implies at once objective teaching. At every stage from the lowest to the highest every new object is taught as far as practical from models and objects. Expression by construction is first employed in the two lowest primary schools.

The names of forms. Using clay, children make such general forms as sphere, cube, cylinder, etc., which they have been taught to know as wholes. They represent in the same way objects based on these elementary forms.

Qualities of forms. After children have been taught the general forms, their attention is directed to their common qualities, viz., surface, line, point; thus making a somewhat general analysis of forms. The next step is to take each one of these qualities and develop the details relating to each. Thus in connection with points we may teach their position in relation to other objects; as, above, below, right, left, etc. In connection with the lines, we may teach objectively their direction, as, straight, curved; their position, as, vertical, horizontal, oblique; their relation, as, parallel, perpendicular, inclined; their color, as light and dark. Subsequently the plane surfaces are studied as to their bounding lines. These are arranged

in logical order; as, triangle, square, oblong, circle, ellipse, oval, etc.

EXPRESSION BY DRAWING. Numerous exercises are introduced in drawing each of these points, lines, and surfaces from objects; also of objects in which they are combined. Thus do hands and eyes do double duty, first, in obtaining knowledge; second, in expressing it.

Drawings in all grades may express the *facts* of objects by working drawings, or their *appearance* by free-hand perspective drawings.

Working drawings. Every line which gives a fact of form is regarded as a working drawing. Viewed in this sense, a line which represents the true length of an edge may be regarded as a working drawing; also the drawings made from the various shaped faces of objects. In advanced work, the instrumental working views, which follow the free-hand views, naturally introduce the use of geometric problems, as a means of perfecting their representation.

Working views are considered an important feature. They give rise to various practical exercises, such as drawing from actual measurement, either full size or to a scale. At times the teacher puts on the board a hasty free-hand sketch, with dimensions, of one, two, or three views of an object, corresponding to the sketches often made in shops, preliminary to careful drawings with instruments. Following out this idea, the teacher questions the class regarding her sketch, which being understood, they proceed to put it into accurate form by mechanical drawing.

The construction of objects from drawings. If appropriate objects have been selected, pupils may next be led to this important feature of this plan. Objects made of paper are among the best for first practice, owing to the few tools required. Thus are constructed cubes, cylinders, cones, etc., the most accurate of which will afterwards be useful in free-hand perspective—a subject studied in the grammar schools. If the objects are to be made of wood, metal, etc., it is necessary to bear in mind the tools which are ordinarily at the command of children, such as knife, hammer, gimblet, screw-driver, jig-saw, etc. The work produced at Quincy shows that the family tool-box has furnished many resources.

INVENTION OR DESIGN. Further work of this kind is made an outgrowth of the third main part of the general outline, viz., *invention or design.* Exercises in this department are given in all grades, each being based on some principle of design; as, symmetry, repetition, alternation, or balance.

Materials. In order to facilitate new combinations, the pupils should be provided with materials for suggestions, such as sticks, paper, geometric forms, simple and varied, plant form, and historic ornament. The mechanical aids used in drawing, such as compasses, rulers, tracing-paper, etc., being employed. The sticks and papers may be colored the primary, secondary, and testing colors; also their tints and shades, together with colors not directly related to any one of the above. Furthermore, pupils should be made acquainted with exact distances, as, one, two, three inches, etc. A little thought will suggest to the teacher, introduction into the same lesson of form, drawing, invention, color, arithmetic, language, etc.

Work for girls. The suggestions which have been given refer more particularly to work for boys, though it should be noted that the same work has been done successfully by girls. The department of design will particulary please the girls, referring, as it does, to that which adds beauty and refinement to home surroundings. For instance, designs made from plant-form may be applied to various examples of needle-work, such as lamp-mats, pin-cushions, tidies, dresses, etc. Sometimes many of the paper or wooden objects produced may be decorated.

Outgrowth of the plan. One can readily believe that children become enthusiastic in following such a course of instruction. Thus far, the constructed objects, with the exception of clay-work, have been made out of school. In this manner, the interest of parents and older brothers and sisters has been excited, and they have become unconscious teachers in developing this plan. When one contemplates the fact that many children habitually amuse themselves with making objects at home, we see that by intelligent direction of the knowledge springing from the instruction in industrial drawing, we may produce profitable educational results, the extent of which we feel cannot be measured.

The results obtained at Quincy by the use of Mr. Carter's plan, which we have briefly presented, are certainly an important contribution to the discussion of what constitutes practical industrial training for the public schools. One cannot doubt that drawing, studied as described, becomes the *foundation of industrial training.* When children have become old enough to handle heavy tools, it might be supplemented or combined with workshop instruction. Even if that is not attained, the method we have sketched makes it possible for both city and country schools to do something in industrial training.

A word in regard to the Quincy exhibit recently shown at the meeting of the Mass. State Association: Its distinctive feature was, that every object was accompanied by the drawing from which it was made. In this respect, it is probably the first exhibit of its kind. Exhibits have been shown which were the work of children, but they have not been educationally connected with any school study. Furthermore, the objects shown were of a useful character. In this brief presentation, it will not be possible to particularize the great variety which children's ingenuity has produced. Certainly, the quality of their workmanship has been decidedly influenced by their training in drawing.

---

*THE IMAGINATION.**

ITS RELATION TO TEACHING.

The imagination is defined as the power which the mind has of holding up vividly before itself any object previously perceived by the consciousness through the senses.

It is one of the most important faculties of the mind. By it we are enabled to bring before the mind its past experiences. It was through the exercise of this faculty that *Newton* connected the real which he saw with the ideal which he imagined to exist. Franklin pictured to his mind the identity of electricity and the lightning of the clouds. The artist, the poet, the inventor, each brings this faculty into use, and from things real constructs things imaginary. The definition given limits the imagination to the knowledge gained through the senses for the material to work upon. The imagination cannot create a single new product.

IT WAS A THEORY OF HUME'S, that if the mind were furnished with the two colors blue and yellow, it could imagine the color green without ever having seen it; but this I think is impossible, for the imagination cannot go beyond what the bodily eye furnishes. It can take the material furnished by the senses and recombine and rearrange them into an almost infinite variety of new forms, but each must bear some resemblance to forms previously perceived. A hill may be imaged into a mountain, a small stream into a large river; a pond into an ocean. A mouse may be imaged as large as an elephant; but its form is that of the mouse still. There are certain forms in nature that are ever recurring; the imagination takes these and uses them as guides and patterns for things even more beautiful and perfect than nature.

This faculty has been given different names by different philosophers, or some different opinions have existed as to its workings and function. The productive and the reproductive imagination are the terms given by Sir Wm. Hamilton. The latter is the subject of this paper.

WHAT IMAGINATION IS.

The mind becomes possessed of knowledge of the outward world through the senses, and this knowledge must be stored away for future use. This necessitates a conservative faculty. The knowledge thus gained would be useless unless the mind had the power of again bringing it up before itself for purposes of thought, comparison, classification, etc. This suggests a reproductive faculty. When knowledge has been stored away by the mind, and reproduced again, it must be held up in such a way that it may be brought into the clear light of consciousness. This last is the office of the imagination. The three faculties named are commonly included in the comprehensive term, memory; but that they all exist and that they exist in different degrees can be verified by our own experience.

Some people possess a remarkable power of retaining everything that comes into their mind; but are unable to recall or reproduce it when wanted. Others cannot retain so well, but can readily recall or reproduce whatever is in the mind. Others again can retain and reproduce but cannot picture it to the mind in a way to make it clear.

A COMPLEX PROCESS.

An act of reproductive imagination is not a simple, but a complex process, involving another faculty of the mind, namely, the faculty of relations or comparison. These must both exist in every act of volitional representation. The faculty which determines the act of representation, and also determines what shall be represented, must be distinguished from the faculty of representation itself. If there was not such a faculty to select *what* should be represented, then all of our knowledge would be represented in the inverse order to which it was acquired. That is, if three facts were acquired in the order A, B, C, they would be recalled and represented in the order C, B, A.

But our experience shows that out of a complex series of facts, the mind can choose what order it will represent them in. How many of us have presented the facts bearing upon a subject to a class of children in one way and did not obtain good results, and then arranged and presented them in a different way. The child, while it possesses this power, is an unorganized force, and needs to be guided and directed in the proper channel by the teacher.

Much more might be said upon this subject, but I will leave it here and consider for a few moments its bearing upon some of the subjects we are teaching.

APPLICATION.

First let us take geography. A subject that furnishes a fine opportunity for using the imagination if properly presented; but if it is taught upon the plan of giving a lot of facts, or information, to be committed to memory without ever entering the understanding, the imagination is not trained nor cultivated at all. Geography only rises to its proper dignity as a subject for training the mind when the imagination is made to picture the ideal from the real.

In teaching geography, ideas must be awakened in the child's mind before there is any training at all. The training is of more importance than the information the child gets. A pupil may commit a lot of words to memory and be able to give them back again, and not a single idea be awakened in the mind. Such in my opinion is the teaching the counties of the state. To be sure there are a great many things in geography that must be given as information. But if the principles that govern all good teaching be applied here, it will require that we teach the real before the abstract; the near before the remote. That is, that which is seen by the child and which is familiar to him must be used to develop the ideas which the imagination shall expand into the unseen and the unfamiliar—the remote and the abstract.

I question whether a child who has never seen a plain can form any conception of one unless the idea be first developed by using that which he has seen. This suggests the subject of home geography. And this, used properly, must be made the basis of teaching geography.

The child can see as real the small tract of level land, which will awaken the idea of a plain; he sees a hill, which has all the parts belonging to a mountain; and by use of the imagination the small hills can be made into mountains. The small stream has source, mouth, banks, and bed, the same as the largest rivers. The child can see as real, people engaged in the different occupations of life, as agriculture, commerce, manufacture, etc.

When these and a great many more familiar facts are made to serve their legitimate purpose in awakening the ideas in the child's mind, geography can be made a living subject, full of interest, and a source of training at the same time.

When the home geography has been made to serve its purpose in furnishing the ideas of the world at large, it ceases to be of any use. And when we begin to teach political divisions, as towns and counties, we violate another principle of mental action, that is that the mind will grasp the whole better than it will grasp the parts. A child by means of a picture will form an idea of a continent better than that of a county.

Next let us take mathematics. This is perhaps one of the best subjects in the school course for training the intellectual powers. Resting as it does upon principles and laws that are invariable, the foundation work may be more thoroughly done than in most any other subject.

Leaving out the higher mathematics which afford excellent mental discipline, I will begin with number work. All ideas of number must be developed from the actual. Telling a child that two and two make four does not awaken a single idea of combining numbers. Let us remember that there are only two processes in number work, putting together and separating; and it is impossible for a child to think of the processes as real, unless

---

* A paper read by C. F. Norton, principal of school No. 5, Binghamton, N. Y., at a meeting of the teachers held November 21, 1885. Published by Request.

the ideas are first developed by means of objects. This is done to some extent; but I think we drop the real and take up the abstract too soon.

The difficulty that pupils have in performing the fundamental processes makes it almost certain that they are hurried over the foundation work.

Some of the processes taught cannot have any possible intelligent meaning to a child. Multiplication of fractions for instance. Multiply $\frac{1}{4}$ by $\frac{1}{4}$, and instead of increasing you have separated into parts, which is division.

After the ideas are developed by means of objects, and clearly comprehended and mastered by the child, the operations of combining and separating, must be performed abstractly. And here is where the danger of hurry comes in. It is here that haste is made by going slowly.

The chief value of mental arithmetic as a discipline to the mind lies in the fact that the child is required to carry the numbers and their relations in his imagination, and hold them up before the mind in such a way that they are clearly seen. There is a cry against mental gymnastics by some writers upon education, but we indulge in physical exercise solely for the purpose of giving strength, and why not do so with the mind. I think that those pupils who excel in mathematics are those who use the imagination most, and depend least upon memorizing rules and processes.

The imagination is not limited to any part of the mind, but undoubtedly acts in every case through the same sense that perception took place. Experiments show that there is no portion of the brain that may not be destroyed by disease or otherwise and the imagination still act perfectly well. But if the intercranial organs be destroyed, imagination will not act through that sense. For example, when the optic nerve and thalami are destroyed all products of the sense of the sight seem to be forever lost.

The old system recognized but one principle, namely: pour in a certain lot of facts about arithmetic, grammar, and geography, and after a time pump out as much as possible by an examination.

THE SCHOOL-ROOM.

TALKS WITH MY PUPILS.—I.

(The writer of these simple "talks" employs about ten minutes, once each week, in an endeavor to show by illustration that great moral laws exist. It can be shown by an experiment, for example, that air exerts a certain pressure per square inch; that the gravitating force increases as a body approaches the earth, etc. It can be also shown by experiment that evil brings suffering, and right doing, happiness. These talks present the experiment, the conclusion is left for the pupil; there is no "preachment." There is no going on with the "talk" if the pupils are not interested—the determination is to make the pupil interested. Monday morning is for foreign news; Tuesday for home news; Wednesday for extemporaneous talks by pupils; Thursday for reading of writings—sometimes of witty things; Friday for a "talk" by the teacher.)

A CHEAT.

On the same bench with me at school, was a boy named Henry Tyler—he was usually called "Hank" Tyler. I soon learned he was a great trader of Jack-knives; the boys who ventured to trade with him usually decided not repeat the experiment. He would take some old knife, grind it and polish it, and declare it was made of the best steel, and had cost a dollar when new; and end up by saying, he had been offered a valuable consideration for it, as a pistol, fish-pole, pair of skates, etc., by some one not then present. He would sell it for twice its value, and then laugh at the purchaser.

Having learned the art of cheating in small things, he began to trade horses, cows, calves, etc., using the same methods. But his reputation spread, and he could find people willing to trade only by going to a distance from his home. Finally, he determined to go "west" and advertised his goods to be sold by auction, but so great was the distrust that few came, and the result was that the amount of money taken in was not one-third of what might have been expected.

Arrived at his new home in Iowa, he began to trade according to his old methods. His first exploit was the selling of a small cow, that he declared was a "regular Jersey," for three times what she was worth. The purchaser, finding he was cheated, became angry, and Hank was arrested and prosecuted. This advertised him far and wide, and his business of buying and selling cattle came to an end. He was obliged to move to Nebraska, then to Montana; everywhere he became notorious, too sharp to deal with, and was avoided.

After thirty years absence he returned to his old home, at the east. The money he had inherited from his father had disappeared; he was really a poor man. He wanted to enter into some business to gain a livelihood, but no one would believe his word. Although a good judge of cattle and horses, there was no one dared to buy of him. The stronger his assertions, the less they believed him. "I will give you my head for a foot-ball," or "I will come and take the animal back, and pay you your money and interest too, if it is not as I tell you," or "I'm done with skinning people; I just want to give you a good bargain," were common utterances, but it was all in vain. He grew cross and sour because people would not do business with him. He employed his method because he thought it would give him more money than any other.

Stewart, the millionaire merchant, when asked for the secret by which he made his fortune, said, "I make it a rule to give a man a good bargain; then he will come again." H. B. Claflin, another rich merchant, said, "I always intend a man shall make money by trading with me."

PENMANSHIP IN PUBLIC SCHOOLS.

By Lyman D. Smith, Hartford, Conn.

There is no branch of popular education that stands in greater need of good teaching to-day than writing, and yet there is no branch taught in the public schools, or in the greater part of them, that receives less of good instruction, or correct treatment. Observation, and conversations with teachers and school officials during the past year or two, bear out this statement. I have heard such remarks as: "I wish the writing of my school could be improved," fall from the lips of many principals in recent years. There is need of a general *breaking away* in many schools from old methods of instruction. When this is done, there will be a general and decided improvement in writing in the public schools.

THE FIRST STEP, however, is the adoption of some plan by which regular teachers, male or female, shall be required to be as competent to teach writing as any other branch they may have to deal with. This will be not only a gain to them—adding to their other accomplishments—but will also add dignity and worth to a branch of education that has long been treated as a sort of foot ball in the educational scheme, to be kicked out or in at pleasure—tolerated but not treated as an equal in the school curriculum. Teachers are not to be blamed for this state of things. So long as school boards do not require them to qualify themselves to teach penmanship, they will not take the trouble to do it. Let school boards or other competent authority require teachers to be proficient in this branch, and—with woman's well-known power to do whatever she undertakes—she will surely excel. As a vast majority of department teachers are ladies, perhaps I am justified in alluding to sex. Male teachers in general should pass an equally strict examination. When this is done, we shall not hear those careless, off-hand remarks about writing that so often escape teachers' lips. "O, I am a *horrid* writer," said a teacher to me not long since, and many times I have heard such remarks from teachers, and with so much of nonchalance that they seemed to enjoy the distinction of being "horrid writers" rather than to consider it a defect, and by so much a loss to their store of accomplishments. I am anxious to prolong my terrestrial career to the day when teachers in public shall be as sensitive to their style of writing as they are to their proficiency in orthography. We shall then have a high standard of writing.

THE NEXT STEP to take—after securing the first, and to be taken whether the first is fully realized or not—is to break away from old and unnatural methods of instruction in writing—methods that have been tried and found wanting—and pursue those that the best teachers everywhere follow and get good results from; such methods as will not only give the young lad of ten years a good handwriting—and should he be obliged to quit school at that age, something that will serve him every day of his life—but if he stays to pass through the full course, a handsome, well-rounded, and fluent style that will pass muster in the insurance office or bank.

ALL SHOULD WRITE WELL.

With proper instruction from the beginning to the close of the pupil's common-school career, a large majority of pupils should leave the highest grammar grades in possession of a handsome handwriting. The notion in vogue twenty years ago that penmen are "born writers," has been pretty effectually dispelled by actual experience in the public schools, and in business schools perhaps more fully so. It is very handy to have a leaning or an aptitude in any given direction, it is so much capital to start out in business with, yet without practice it avails nothing. There is more acquired skill in the world than born skill: 90 per cent. of school children can become good writers, if properly drilled.

THE PUBLIC SCHOOL SHOULD MAKE GOOD WRITERS.

Admitting the value to every young person of a good command of the pen in starting out in life—and public opinion is about unanimous on this point—why not let the work be done largely in the public schools, and thus do away with the necessity of sending a boy to the business college, except he desires to extend his knowledge and power with the pen, and develop into the skilled pen-artist? We can send him out a ready writer, and that is sufficient to carry him through all ordinary work in commercial life. Do the principals of our public schools desire to bring about this result? I am satisfied that they do and are ready to weed out and cast away old and effete methods and take on something better, and this not to please any authors or publishers who may have books to be considered, but for the good of the rising generation and the uplifting of the standard of writing. Let there be a long and strong pull by teachers in every grade, from the principal down to the lead-pencil classes, and good results will surely follow, which will be a sufficient reward for the labor bestowed.

The next article of this series will be devoted to the method of beginning and conducting writing in the lower grades in public schools, that has produced the best results wherever faithfully and persistently followed.

PERSPECTIVE DRAWING.

By Prof. N. W. Hull, Cedar Falls, Iowa.

Perspective Drawing is the representation of objects as they appear with regard to distance. The word is derived from the Latin *per*, through or beyond, and *specio*, I see or behold. I see through or beyond the face of an object,—see the third dimension, thickness. The most distant parts of a regular body appear smaller than those nearest, so when we look out upon a landscape, everything appears smaller as the distance increases. There are three ways of representing this diminution in the size of objects:

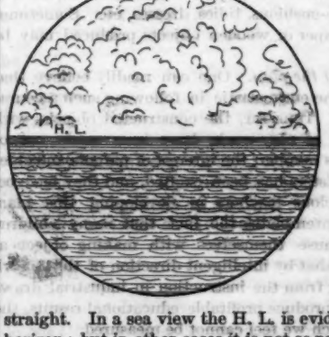
1. In regular bodies, by the convergence of parallel lines towards a common point.

2. In land and sea views, by fainter lines, to represent distance, and stronger, heavier lines, to represent nearness.

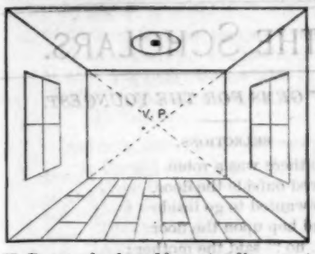
3. By colors, purple being the distant color, and red, yellow, or green the near color.

TERMS.

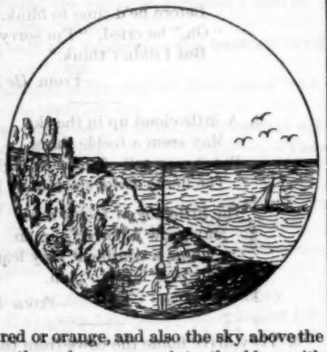
1. Horizon Line, (H. L.) The H. L. is a straight line, which in the picture corresponds to the nautical horizon in nature. Observations: The H. L. is on a level with the eye of the observer. If we climb a ship's mast, or ascend any elevation, the H. L. is farther away, but higher than before; as we descend, the H. L. comes nearer and is lower. Objects appear more natural when the H. L. is low. The nautical horizon is a circle, and we stand in the centre of it. Illustrate by holding a large hoop around the head. The small section which we see presents its concave side towards us, but appears straight. In a sea view the H. L. is evident, for it is the horizon; but in other cases it is not so palpable, but may be found by extending any parallel perspective lines till they meet; then draw a level line through this point. If there is in the picture a body of water not as high as the horizon, the H. L. is on the same level as the water.



2. VANISHING POINT, (V. P.) The V. P. is a point, generally in the H. L., where all parallel perspective lines would meet if extended. It will be seen in this view of the interior of a room, that the flooring, the tops and bottoms of the windows, and all lines which are parallel, in fact, tend to the same point in the centre. This is the V. P. A level line drawn through this point would be the H. L. The V. P. may be found by extending any two or more parallel lines until they meet. Draw first the larger oblong, then diagonals, the smaller oblong, etc. Make the lines nearest to us a little stronger than those more distant.



3. LINE OF VIEW, (L. V.) The L. V. is a straight line from the eye of the observer to the H. L. The L. V. is at right angles with the H. L. The L. V. in a picture must be represented as vertical.



In using colored crayons for such a view as we have now, make the sky a deep ultramarine blue at the top, using the crayon flatwise, and moving it back and forth straight across. Make the blue fainter down toward the horizon. Draw the horizon line red or orange, and also the sky above the horizon, blending the red or orange into the blue with dry fingers. Make the sea a faint blue close to the horizon—almost black—but stronger as it approaches us, until, where it comes nearest, it is as deep blue as the sky above. The land may be green, brown, black, with broken irregular lines.

AN EXERCISE IN FORMING SENTENCES.

EACH ONE CONTAINING A VERB AND AN ADVERB, OR A VERB AND AN ADJECTIVE.

Form as many sentences as possible, using in each *one* verb, and *one* adjective or *one* adverb, adding other words as may be necessary. All the verbs, adjectives, and adverbs given below must be used. The design of this exercise is to teach the correct use of adjectives and adverbs. The misuse of these parts of speech is common. Thousands of good analyzers and parsers cannot tell whether "She sings sweet," or "She sings sweetly," is correct, or whether both are right. Are all of these sentences correct? "He looks pleasant;" "He speaks pleasantly;" "It feels cold;" "He acts coldly;" "It is cold;" "She sings elegant;" "She plays elegantly;" "He runs swift;" "The river is rapid: "It runs rapidly."

When is it proper, if ever, to use an adjective after a verb expressing action? Is "The sugar tastes sweet" a corect sentence?

VERBS.		ADJECTIVES.	ADVERBS.
tastes,	sings,	sweet,	sweetly,
glides,	feels,	smooth,	smoothly,
is,	works,	faithful,	faithfully.
looks,	dresses,	neat,	neatly,
was,	acts,	kind,	kindly,
seems,	treats,	rough,	roughly,
plays,	deals,	unjust,	unjustly,
responded,	ran,	pretty,	prettily,
ended,	should be,	languid,	languidly,
felt,	longed,	monstrous,	monstrously,
am,	saw,	bad,	badly,
shines,	polished,	harsh,	harshly,
can be,	writes,	even,	evenly,
sings,	talks,	correct,	correctly,
beams,	stopped,	bright,	brightly,
appears,	speaks,	sad,	sadly,
reclines,	moves,	glad,	gladly,
cut,	folds,	peaceful,	peacefully,
		charming,	charmingly,
		abrupt,	abruptly,
		thankful,	thankfully,
		anxious,	anxiously,
		quick,	quickly.

LESSONS IN THE TONIC SOL-FA SYSTEM.

BY THEODORE F. SEWARD.

(A course of lessons in the Tonic Sol-fa system will be printed hereafter in alternate numbers of the SCHOOL JOURNAL).

Before beginning a course of lessons in the new system of teaching music, I wish to say something about the characteristics of the system, and the reason for adopting it in the place of the staff-method, which has been in use for so many generations. In this, and all I may have to say hereafter, I do not propose to mount an editorial platform, but shall write in the plainest and simplest manner possible, as a teacher speaking to teachers.

No one could well be more strongly prejudiced in favor of the old ways than I was. Having the good fortune to be associated in my work with that truly great teacher, Lowell Mason, I felt that my experience had led me to a knowledge of the truest principles of the art of teaching. But having occasion to spend several years in England, it was impossible not to see that the educational results of the method employed there were far superior to our own. An examination of their method revealed the why and the wherefore of their larger results, and I could do no less than say "I cannot cling to the old way, knowing there is a better one."

Using the staff as a medium for expressing musical ideas to learners, is as unphilosophical as it would be to teach the principles of arithmetic through algebraic signs. Algebra has its proper place, but that is not till the fundamental principles of mathematics are mastered. Neither should the staff be presented to pupils till they have a knowledge of *the thing* that is behind it. Tonic Sol-fa is merely a natural avenue of approach to the subject of music. Hence it is found to be a way that can be employed by the regular teaching force of the schools. It is so taught in a great majority of the schools of Great Britain.

The question will be asked by many, can I teach music by this system, or can I prepare myself to do so without oral instruction? If you have no knowledge of music you cannot teach it any more than you can teach arithmetic without knowing it. But if you can sing the scale correctly, then you can prepare yourself to teach music by the Tonic Sol-fa system. It has already been done by many American teachers. This is a point of vital distinction between the new method and the old. As the staff treats music wholly from its technical side, no one is properly fitted to teach it till he has mastered the whole subject. He must know the scale, the clefs, the different keys, the flats, and sharps, etc., etc., before he is in proper condition to begin teaching. With the Tonic Sol-fa system it is totally different. The steps of the method are simply ways of learning a language. Music is a language before it is an art, and as a language it is easier than English, French, German, or any other spoken language. This has been proved in an interesting way by English missionaries, who have found they could teach the natives to read music by Tonic Sol-fa much sooner than they could teach them to read their own language.

In fact, the best way to learn the Tonic Sol-fa system is to begin at once to teach it. If you know the tones of the scale (the Tonic Sol-fa process is based upon the fact that in nature there is but one scale, to be sung at a higher or lower pitch as may be desired), then you can stand before your class and carry your pupils through the steps of the method as they will here be carefully laid down. Many teachers—probably most—will say "I am not by any means as familiar with the tones as I should like to be." That is, no doubt, true, but one of the happy results of your use of this method will be the development of your own musical powers. This is a delightful surprise to many teachers, and it does not apply only at the beginning; it leads to higher musical intelligence in all stages of the study. If you are not sufficiently sure of the tones to feel confidence in giving them and exercising them with the pupils, then it is well to practice them yourself with the aid of a piano or organ. At first, only the tones *Doh*, *Me*, and *Soh*, will be given you to teach, and if you have a tolerably correct ear you can soon establish these three tones in your mind, by singing them in different keys, with an instrument before you to show whether you get them right.

Doubtless many music teachers, as well as school teachers, will see these articles. To them, I would say: Do not fail to make a trial of this wonderful system. No doubt you have heard it spoken against, but you may be assured it was only by those who did not fully understand it. *No teacher who has made a fair trial of the Tonic Sol-fa system has one word to say against it.* When you get fairly into the use of the method, and find how it removes all difficulties from both pupils and teacher, you will say that the day you were led to take up the system was the best day in your professional life.

Although the lessons to follow will be as full and minute as the space will allow, I strongly advise all to procure a copy of the "Tonic Sol-fa Music Reader, which is of the nature of a manual for teachers, and will greatly help them in their work. It is published by Biglow and Main, 76 East 9th Street, New York, and will be mailed by them for 35 cents.

If teachers have practical questions to ask I will cheerfully answer them, either by letter, or in this column.

THE LITTLE FOLKS.

BY WM. M. GIFFIN, A.M., Newark, N. J.

We, as teachers, are inclined to give too much abstract work to our first-year pupils, during the first half of the year. Hence we soon find that the children are dealing with *figures*, and not with *numbers*.

When we teach a child the word boy, we take time, and are careful to explain to him the difference between the picture of the boy, the boy himself, and the word boy.

I fear, however, that we do not take the same time and care to explain to him the difference between the figure and the number. In my judgment, just as much detail should be used in one case as in the other.

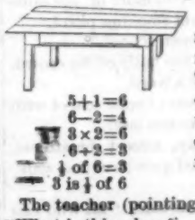
After the word "boy" is taught, we speak of it as the word; but too often, on the other hand, we call the figure a number and the number a figure, and are surprised to find how slowly the pupils learn their number lessons. The children do not understand, though they do not say so, how it is that 2+1=3; for, unless they know the difference between a figure and a number, the 2 is one thing and the 1 is another thing, hence one thing (the 2) and one more thing (the 1) are 2 things, not 3 things. Many times I have had teachers say that if they asked a pupil this question "1 and 1 are how many"? the child could not answer, but would answer at once if they said, "1 apple and 1 apple." 1 and 1 had not yet become anything to the child.

1+1=2
2+1=3
1—1=3
3—2=1
3×2=6
2×1=2

Even though the child does at first see the difference, too much work like the table written at the left causes the pupil to work, in time, in a sort of hum-drum manner, and soon it is all *figures* to him.

If, however, we add a little to this table, the abstract is removed, and the child works more intelligently and with greater interest in his work. In the second table, the child says to himself, 1 cent and 1 cent are 2 cents, and, no doubt, while doing it, the 2 cents are seen by him, as well as the 2 sticks of candy, or if it is "top time,' the 2 tops that the 2 cents will buy him.

1c.+1c.=2c.
2c.+1c.=3c.
4c.—1c.=3c.
3c.—2c.=1c.
3c.×2c.=6c.
2c.×1c.=2c.



5+1=6
6—2=4
3×2=6
6÷2=3
½ of 6=3
3 is ½ of 6

It is well then, during the first months, to make the work mean something to the pupils. This may be done in many ways, one of which is here given. The teacher writes the table, and over it draws a picture, as shown in the cut.

The teacher (pointing to the table) says to the class, "What is this, class?"

"A picture of a table," they answer. Then our lesson is about what?" "Tables." "Yes," he answers, "you may do the lesson. The children go to work saying each to himself as he works, "5 tables and 1 table are 6 tables; 6 tables less 2 tables are 4 tables," etc.

And now to answer the Iowa teacher. I could fill three columns in answering her. I will, however, simply say, When we first begun to use the Grube method, one of my older teachers thought she did not like it as well as the old method. Notwithstanding this, she was willing to try it. One day she put an exercise on the blackboard for the little children, like the one shown at the left, and told the pupils to fill in the blanks.

×=9
+=9
—=9
÷=9

One little girl was slow, but seemed to be working. Finally, she brought her slate to the teacher, as shown here. Said the teacher when talking to me about it, "I am convinced that a method which causes a child to think like that must be good.'

4½×2=9
5+4=9
etc., etc.

In conclusion, I will add, *So am I.*

TABLE-TALK.

Here is the way a slim teacher managed a school at Cranberry Gulch. It is not new, but as we have not recently seen it in print we give it as *one way* of conquering a bad school:

"Mister, no doubt you have all the learnin' that's required in a school teacher, but it wants more than learnin' to make a man able to teach school in Cranberry Gulch. You'll soon find that out if you try. We've had three who tried it on. One lays there in the graveyard; another lost his eye; the last one opened school and left before noontime for the benefit of his health. He hasn't been back since. Now you're a slender build, and all your learnin' will only make it worse, for all our young folks are roughs and don't stand no nonsense."

This is what one of the trustees of the district said to my friend Harry Flotoe, when he made application for the vacant position of teacher.

"Let me try. I know I am slender, but I am tough and I have a strong will," said Harry.

"Just as you like. There's the school-house, and I'll have notice given if you want it done," said the trustee.

"I do," said Harry, "and I'll open next Monday at 9 a. m."

The notice was given, and there was a good deal of excitement in the Gulch and along the Yuba flats. More than fifty young people of both sexes made an excuse to drop into the tavern to get a sight of the fellow who thought he could keep school in that district, and many a contemptuous glance fell on the slender form and youthful face of the would-be teacher.

Eight o'clock on Monday morning came, and Harry Flotoe went down to the school-house with a key in one hand and a valise in the other.

"Ready to slope if he finds we're too much for him," said a cross-eyed, broad-shouldered fellow of 18.

The school-house was unlocked and the new teacher went to his desk. Some of the young folks went to see what he was going to do, though school was not called.

Harry opened his valise and took out a large belt. Then, after buckling it around his waist, he put three Colt's navy revolvers there, each six barrels, and a bowie knife eighteen inches in the blade.

"Thunder! he means business!" muttered the cross-eyed chap.

The new teacher now took out a square card about four inches each way, walked to the other end of the school-house and tacked it up against the wall. Returning to his desk he took a revolver from his belt, and quick as thought sent ball after ball into the card till there were six balls in a spot not much larger than a silver dollar.

By this time the school-house was half full of large boys and girls. The little ones were afraid to come in.

Then the teacher walked half way down the room with a bowie-knife in his hand, and threw it with so true a hand that it stuck, quivering, in the centre of the card.

He left it there and quietly put two more of the same kind in his belt and reloaded his yet smoking pistol.

"Ring the bell; I am about to open school."

He spoke to the cross-eyed boy, the bully of the crowd, and the boy rang the bell without a word.

"The scholars will take their seats; I open school with a prayer," he said sternly, five minutes later.

The scholars sat down silently, almost breathless. After the prayer the teacher cocked a revolver and walked down on the floor.

"We will arrange the classes," he said, "all who can read, write, and spell will rise. Of them we will form the first class."

Only six got up. He escorted them to upper seats, and then he began to examine the rest. A whisper was heard behind him. In a second he wheeled, revolver in hand—

"No whispering allowed here!" he thundered, and for an instant his revolver lay on a level with the cross-eyed boy's head.

"I'll not do it any more," gasped the bully.

"See you do not. I never give a second warning," said the teacher, and the revolver fell.

It took two hours to organize the classes, but when done they were all organized.

Then came recess. The teacher went out too, for the room was crowded and hot. A hawk was circling overhead, high in the air. The teacher drew his revolver, and the next second the hawk came tumbling down among the wondering scholars.

From that day on Harry kept school for two years in Cranberry Gulch, his salary doubled after the first quarter, and his pupils learned to love as well as to respect him, and the revolvers were out of sight within a month. They had found a man at last who could keep school. This is a fact.

* * *

Some paper says:

"A boy will eat and a boy will drink,
And a boy will play all day;
But a boy won't work and a boy won't think,
Because he's not built that way."

This is the commonly received theory. A boy *won't;* he ought to, he must be made to. This is the philosophy: What a boy wants is just the thing he must not have, and what he don't want, is just the thing he must be made to take. On this theory all the past education of boys is based, and it was wrong. A boy *will* work, and willingly too, if he is only approached by right motives. Motives rule boys. We have seen a boy work harder at his play than he ever could be made to do, digging potatoes. Boys *do* think, They sometimes think too much, or at least not according to right principles. Plenty of work, and plenty of thinking, of the right kind, can be gotten out of boys, if they are taken on their right side. The study most needed just now is boy study. It has been sadly neglected in the past by those who have had most to do with their education.

* * *

Is life worth living? Yea,
Then let us live to-day
A deep and earnest life,
With holy motives rife,
Fraught with that pure desire
That truth and love inspire.

READING CIRCLES.

In the *Ohio Educational Monthly*, Miss Margaret W. Sutherland has given a bit of her experience which is so good we transfer it to our pages. The sound arguments she urges should be carefully read by all who are interested in lifting our profession to a higher level. She says:

"Who cannot spare twenty minutes each day for general reading? If you are a teacher in a locality where you are debarred from the pleasure of joining a local club, will you not undertake the course for your own pleasure and profit, and send in your name to the secretary of your county or state? If you are in a position where you are in any way responsible for the work of subordinate teachers, do you not know that you cannot improve the schools under your care more certainly in any way than by making your teachers reading and thinking teachers?

"As this is an informal letter, I shall tell you a few facts about our own circle, which is now in the third year of its age. First, that nearly all those who joined it at its organization are still members, and, if possible, more interested in it than ever. Second, that some who at first were a little timid about expressing themselves on matters connected with our work, now talk freely and well upon it. Third, that it has promoted a feeling of good fellowship among its members, which makes them willing to assist each other in any laudable object, and causes them to sympathize with each other in trouble. Fourth, that my careful observation warrants me in believing that its members are improving the discipline of their schools by the use of higher motives, and that their interest in the scholarship of our profession is increasing.

"And now a little as to our methods of conducting our society, which are very simple, but yet meet our needs better than more formal ones would meet them. We hold our meetings the first Monday evening of every school month, from seven to nine o'clock, at the home of one of our members. The program for our next meeting will give you an idea of our plan of work. After roll-call and the reading of the minutes, the executive committee will report the reading laid out for the following month. This will take in all about ten minutes. All the members take part in reading. The second hour will be given to a paper prepared by one of our teachers on an educational topic, followed by a discussion of the first and second lectures of Payne. The teachers will have read these lectures, marked passages which appeared to them especially true or applicable to their work, will corroborate some things by relating facts from their own experience, and ask questions about points which they have not clearly understood, or in regard to which they wish the experience of other teachers. These talks are valuable to us in more than one way. Holmes, some place, says that "a man must express himself on a subject to know what he really thinks." Nine o'clock is our hour for adjournment, but some of us talk a while longer, and then take each other home. Don't you think we have a good time?"

Here is a whole volume in a nut-shell. How long it does take to bring teachers up to the work they ought to do! How long it takes to convince them that one advanced teacher influences a score of others who are not so advanced. Reading circles have come to stay, and those teachers who ignore them will find themselves, before they know it, left far in the rear of the advanced column. No teacher can afford to be placed in such a predicament.

FOR THE SCHOLARS.

MEMORY GEMS FOR THE YOUNGEST.

SELECTIONS.

1. Once there was a robin
Lived outside the door,
Who wanted to go inside
And hop upon the floor.
"Oh, no!" said the mother;
"You must stay with me;
Little birds are safest
Sitting in a tree."
"I don't care," said robin,
And gave his tail a fling;
"I don't think the old folks
Know quite everything."
Down he flew, and kittie seized him
Before he'd time to blink.
"Oh," he cried, "I'm sorry!
But I didn't think."

—From *He Didn't Think.*

2. A little cloud up in the sky
May seem a feeble thing,
But it may tell of tempest nigh—
The fierce dread storm may bring.

The little boy of feeble mien
May grow a powerful man,
On whom a continent may lean,
Its wisest laws to plan.

—From *Little Things.*

3. They drive home the cows from the pasture,
Up through the long, shady lane,
Where the quail whistles loud in the wheatfield
That is yellow with ripening grain.

They find in the thick waving grasses
Where the scarlet-lipped strawberry grows,
They gather the earliest snowdrops,
And the first crimson buds of the rose.

—From *Little Brown Hands.*

4. For of all sad words of tongue or pen,
The saddest are these: "It might have been!"
Ah, well! for us all some sweet hope lies
Deeply buried from human eyes;
And in the hereafter, angels may
Roll the stone from its grave away!

—From *Maud Müller.*

5. I knew a little girl,—You? Oh, no—
Who came to live on earth, just to grow;
Just to grow up big like mamma,
Big as grown-up ladies always are;
Not to stay a baby as she came—
Yet each morning found her quite the same.

Quite the same, they said, not a change
Since she went to bed. Ah, how strange!
Baby well at night, baby well at morn,
Everything the same, not a dimple gone.
They saw her every hour; so you'll own.
If a change had come they'd have known.

Show me when a bud changes to a rose,
Then I'll tell you truly when a baby grows.

—From *How did it Happen.*

6. Higher still and higher,
From the earth thou springest
Like a cloud of fire;
The deep blue thou wingest,
And singing still dost soar, and soaring ever singest.

—From *To a Skylark.*

7. But one think let me tell you, John,
Before you make a start,
There's more in being honest, John,
Twice o'er than being smart.
Though rogues may seem to flourish, John,
And sterling worth to fail,
Oh! keep in view the good and true;
'Twill in the end prevail.

—From *Leaving the Homestead.*

8. O! the blessed and wise little children,
What sensible things they say!

When they can't have the things they wish for,
They take others, and cry "Let's play."

"Let's play that we live in a palace,
And that we are the queens and the kings;
Let's play we are birds in a tree-top,
And can fly about on wings.

—From *Let's Play.*

9. Up and down! up and down!
From the base of the wave to the billow's crown,
And amidst the flashing and feathery foam,
The stormy petrel finds a home—
A home, if such a place may be
For her who lives on the wide, wide sea,
On the craggy ice, in the frozen air,
And only seeketh her rocky lair
To warm her young and to teach them to spring
At once o'er the waves on their stormy wing!

—From *The Storm Petrel.*

10. But vain the tears for darkened years, as laughter over wine,
And vain the laughter as the tears, oh brother mine or thine,
For all that laugh and all that weep and all that breathe are one
Slight ripple on the boundless deep that moves, and all is gone. —Tennyson.

11. When rudest blasts of long-continued winter
Beat wild and rough against the oak,
Its roots the earth more deeply enter,
More firmly clasp the rock.

The mountain peak and promontory
That grace the scene with roundest forms,
Have gained their soft outline and glory
Through centuries of storms.

So need we sickness, care, and waiting
To give the soul its real strength,
And patient, calm, and animating
Hope and full joy at length.

TROUT LIFE.

Note.—This sketch can be used as a reading exercise, a reproduction selection, or it may serve as an example of how teachers may treat some other subject, so as to wake up thought and excite interest.

The Trout at Home.—At this time of the year we miss from the brook the lively little trout and minnows that were darting here and there before cold weather set in. We must look for the trout in deeper water farther down stream. Here we will find him lying low down at the bottom of some deep pool, with his head up stream, watching every moving object and swallowing such as he chooses to make a dinner of.

His Dress.—We shall know him from his neighbors by his dress. The back of his coat is dark and beautifully mottled like tortoise shell. His sides are bright yellow, shading off to silvery below, with a row of small bright red dots along the dividing line between the dark back and light front. The appearance of his coat depends very much upon the place he lives in. When this is in bright, sunny waters, his coat is quite brilliant, but when he stays for some time in dark, muddy water, it becomes dull. Mr. Agassiz says that he has taken a bright, silvery trout from his sunny home and placed him in a dark, shady one, and in a little while his coat would turn just as dull as those that had always lived in the dark. Wise men say that it is the effect of the light, but whatever the reason, Mr. Trout should be thankful, for if he wore his bright coat in a dark place, he could not hide away from his enemies so well, neither could he if he wore his dark one in bright places. Wisely ordered are the ways even of the fishes.

His Food.—The number and brightness of the spots, it is said, depends much upon his food. When he eats flies and worms and water-bugs, the spots are not so bright as when he dines off shell-fish and larvæ in their cases. His usual food is flies, insects, worms, small fish, and shell-fish. Sometimes a very large one feels the need of stronger meat. One such lived for a long time near a mill in England. He was unusually large, and many fishermen had tried their best to catch him. They used all kinds of bait and fished at all hours of the day and night, but he was too wary for them. At last one man tried a new kind of bait. He put a mouse on his hook, and at the very first throw the wise old trout was caught.

His Yearly Journey.—During the months of October, November, and December, quite large trout are seen making their way up the streams. So determined are they in keeping on their course, that no common obstacle can stop them. They will jump, sometimes, several feet in the air to get over a dam or a small waterfall. On they go to the very clearest and shallowest pools they can find in the small streams. Here they stop, the male trout plows a small furrow in the gravel—with his nose some say, others say with his fins—; in this the female lays her eggs, which are covered up with gravel. When this is done they begin to swim back down stream, but such lean, lank, sorry-looking fellows that they have nothing to fear from the sly fisherman with his hook. No one wants to eat such sickly-looking fish. They keep on now till they reach the ocean; here they find plenty of shell-fish and other good things to eat, and in a little while they begin to regain their health and spirits, bright colors and flesh. When they get good and fat they go back home and lie in wait for the angler and his fly.

Trout that live high up in mountainous countries do not make these long journeys to the sea, but they never grow as large as those that do.

The Baby Trout.—The poor little trout that hatch out of the furrows in the gravel in the spring, do not find any mothers there to take care of them. They have to eat such little grubs and small insects, and eggs of other fish as they can find; the mother usually takes care to place her eggs where she knows there will be plenty of these. When the young trout has grown to be a few inches in length, he makes his first journey to the sea and comes back with the others to the larger houses farther down stream.

A story is told of a very greedy trout that a gentleman kept in a pond with a number of others. This one, happening to be the largest of the company, exercised a good deal of authority. When he felt disposed to come out for his supper, which was usually at twilight, none of the others were allowed to stay near. Slowly he sailed around, keeping all intruders away by a glance of his keen eye, darting now here and now there at a minnow or an uncommonly large fly until he had satisfied his voracious appetite; then he sailed away and the others came and scrambled for the leavings.

STORIES FOR REPRODUCTION.

1. A young robin once fell to the ground near a turkey and her brood. The turkey, thinking it meant to harm her little ones, flew at it in great rage. The robins in the orchard hearing the cries of distress, darted down at the turkey, screaming and picking her savagely. But she only grew angrier, and tossed and pitched the poor little robin harder and harder, until a lady, hearing the uproar, came and drove the turkey away.

2. At sunset the herdsman on the highest summit of the Alps takes up his horn and calls out, "Praise God the Lord!" From all over the mountain-side and the valley below come back the responses, "Praise God the Lord!" This lasts sometimes a quarter of an hour, then follows a solemn stillness as each shepherd, on bended knee and with uncovered head, offers up his evening prayer. After a few minutes the first horn sounds out, "Good night." "Good night," echo all the others, and silence settles down over the mountain-side.

3. One Christmas eve a cold, hungry robin flew into an old church in England just before the sexton closed the door. He filled his little empty crop with red holly berries, perched on a bunch of evergreen, tucked his head under his wing and went to sleep. The next day, as the children finished singing a grand carol, the clear, joyous song of a bird rang out from the branches above. It was the robin singing a happy Christmas carol from his thankful little heart.

4. A little New Foundland puppy lived in a kennel and was fed three times a day from an earthen dish. One noon his dinner did not come. After waiting an hour he began to bark and howl, but nobody came; so picking up his plate, he carried it to his mistress and held it up before her with a most pleading look in his little brown eyes. Of course such a request could not be refused, and he was rewarded by a bountiful dinner.

5. A New Foundland dog and a Scotch terrier were great friends. One day the latter fell from a wharf into the bay, where there was nothing for him to climb out upon. The New Foundland happening to come along soon afterward, quickly sprang into the water, seized the drowning dog and swam toward an embankment a hundred yards away. Here he landed the almost lifeless dog, waited for him to recover his strength, and then both trotted joyfully homeward.

6. One day a large black ant and a small red one had a battle. They hugged and bit each other fiercely. The red one gnawed a black feeler, while the black one pulled off a red leg. Another red ant coming along, thought that his brother, being much the smaller, needed help; so he sprang on the black ant's back and commenced chewing his neck. Soon the black head tumbled off in the dirt and the two red brothers went home to bind up their bruises.

7. A shepherd once left his dog to watch a part of his sheep while he drove the others to a fair. While there he forgot about the flock at home and did not return until the third day. He at once inquired about the dog. No one had seen him. "Then," said he, "I know that he is dead, for he is too faithful to desert his charge." He hurried to the fold and found his dog just able to crawl. With a look of joy it crouched at his feet and almost immediately died.

8. A poor soldier was one day leading a mule laden with gold for the king. The beast at last grew so tired that it could hardly walk, and the man took the load on his own back and carried it until the mule was rested. The king, who happened to see this act, was so pleased with the soldier's kindness that he made him a present of the gold.

9. A certain king once read to his family while at breakfast, about a prison.

"Mamma, what is a prison?" asked one of the little princes.

"A place where people are kept shut up for a long time, and sometimes starved," was the reply.

"That is cruel. It is bad enough to be shut up, without being starved," said the child. "I will give all my money to buy food for the prisoners." He did so, and many prisoners were relieved from want.

10. A farmer, many years ago, digged and weeded and enriched his garden so well that his turnips and onions were twice as large as those of his neighbors, and he had five bushels where they had but one. This made them angry and they took him before the judge and accused him of getting help from the witches.

"Your Honor," said he, "go with me to my garden, watch me weed and water and hoe, and you will see all the charms I use."

The judge praised him for his industry and let him go free.

11. A certain lawyer always made very long speeches. One day a friend said, "Now, to-morrow I will lift my finger when you have talked long enough."

The next day, while in the very midst of his speech, the lawyer saw his friend lift his finger. He was surprised and confused and had to stop. "Why did you lift your finger so soon?" he demanded.

"I didn't!" exclaimed his friend; "I was only brushing a fly off of my nose."

12. Two hens who had been very close friends from their chickenhood laid their eggs and began setting in the same box. After a time one little chicken was hatched, much to the surprise of the two mothers, who never imagined that their eggs had been taken out as fast as they were laid. After some scolding they agreed to share their baby between them, and so both clucked and scratched for one little chick, while their neighbor just across the yard had seventeen to look after.

THE THINGS OF TO-DAY.

We have been asked to explain what the Burmese trouble means, and how it originated. The story is a simple one, and also a short one. The Bombay Burmah Corporation leased large tracts of land from the Burmese government and began to cut timber for exportation. The business became very extended under English enterprise, and very profitable.

King Thebaw, who also had an eye to the main chance, came to the conclusion that the royal income from these leased lands was inadequate. He consulted his avarice only, and forgetful of the fact that Burmah has already had two wars with the British at great cost to herself of money and territory, and that another war would probably have the same result, demanded an extra 20 lacs of rupees, or about a million dollars, adding a very ugly threat unless the cash was at once forthcoming. To pay this large sum would seriously hamper, if not entirely ruin, the corporation. The aghast leaseholders reported to the Viceroy of India, who in turn consulted with the home government, and in consequence a letter was sent to King Thebaw asking three questions and demanding an immediate answer: Whether he would suspend his decree until the matter was amicably settled; whether he would submit the matter to arbitration, and whether he would abide by the arbitrator's decision. King Thebaw at once grew insolent, and England at once grew indignant.

News from Denmark is very scarce these days, but we are likely to hear something remarkable from the little kingdom at any time. The conflict between the king and the parliament has been raging for a long time, and it is only the strict press censorship that prevents news of the fight from getting out.

The Vice-President being dead, suppose the President should die before the Senate could elect a presiding officer, what provision has been made for filling the vacancy? None whatever.

All hope of rescuing alive the miners entombed at Nanticoke has been abandoned, and the work of the rescuers suspended.

America is taking her place beside the older civilizations of England, France, and Germany in contributing to the interpretation of the lessons of antiquity. Until recently our accomplishment in this field of knowledge was scanty indeed. But within five years our Archæological Institute has rescued from oblivion the ancient city of Assos, in Asia Minor, which has proved to be for old Greek life what Pompeii is for that of Rome. More than that, an American school has been formed at Athens beside the well-known French and German foundations, and, like them, is active in expounding to its students, without tuition fee, what Hellenic literature, art and archæology have to teach.

The Nanticoke mine disaster makes a pathetic story. It is told in a few words. The men at work in the mine; a sudden and ominous cracking of the earth overhead; a rush, probably, to the mouth of the shaft: then the crushing culm and dirt, a very avalanche, cut off their escape, and they were buried. The brave and patient miners tried to dig them out, but in vain. Their comrades were doubtless dead—it could not be otherwise—and other lives would be lost if the treacherous earth was displaced. Two by two they came up the shaft, and at the look of despair on their faces the women broke into weeping and wailing. A short story, but between the lines we read of impoverished homes and broken hearts.

EDUCATIONAL NOTES.

DISTRICT OF COLUMBIA.

The Department of Superintendence will hold a meeting in Washington, D. C., Feb. 23, 24, and 25, 1886. All superintendents and educators are cordially invited to attend. Hon. Warren Easton, State Superintendent of Public Instruction, Louisiana, is president.

IOWA.

Nearly two-thirds of the county superintendents of the state were changed at the election in November. The three oldest county superintendents in service in the state are N. W. Boyes, Dubuque County, 13 years; W. E. Parker, Buchanan County, 10 years; and W. A. McIntire, Wapello County, 7 years. The Iowa teachers' institutes of the past year were totally unprecedented in their attendance and interest. The State Teachers' Association which met in Des Moines during the holidays, had an unusually large attendance. School exhibitions are receiving much attention. They formed a prominent part of many county agricultural fairs last fall. In Van Buren County, a separate building was erected for school work. Wapello and Henry counties are each holding a series of excellent associations in various parts of the counties. Mrs. Julia Ward Howe received quite a welcome from some of the Iowa schools during her visit in October.

* * *

Prof. and Mrs. Wernli, of Le Mars, have sailed for Switzerland. Prof. Wernli is a well-known and successful institute conductor.

Supt. H. T. Martin, of Sac County, has constructed an excellent "School Register," which seems to be the most complete book of its kind ever made.

Mr. James A. Edwards has become the agent of Leach, Sewall & Sanborn.

Miss Emma Purkhiser, teacher of drawing and penmanship in Nevada schools, has had several offers of good positions in graded schools elsewhere in Iowa. This indicates a growing feeling in the mind of the public in favor of these important branches.—*N. W. Journal of Education.*

MINNESOTA.

The annual state convention of county superintendents of schools was held at St. Paul, commencing Monday evening, Dec. 29. The following program was followed:

Address, by HON. D. L. KIEHLE, Supt. Public Instruction; Grading of Country Schools—Obstacles, Remedies, Records, etc.

Discussion opened by Supt. R. W. Richards, of Faribault County, followed by Supts. J. W. Wright, of Meeker, and Edwin Rogers, of Blue Earth.

Examination of Teachers—How to Improve our Plan so as to Discriminate more Wisely, and to Encourage the Worthy by Promotion.

Discussion opened by Supt. John Brady, of Fillmore County, followed by Supts. W. H. Sanders, of Douglas, and A. E. Engstrom, of Goodhue.

Reports of Work and Experiences. By the several superintendents.

Visitations of Schools—How to make them more Profitable to Teachers and School Officers.

Discussion opened by C. W. Lovens, of Freeborn County, followed by Supts. Anson M. Sperry, of Dodge, and C. D. Belden, of Mower.

Institute Work—How to make it more Profitable to Teachers, and how to secure better attendance.

Discussion opened by Supt. S. B. Wilson, of Rice County, followed by Supt. Geo. C. Tanner, of Steele, and Assistant Supt. H. A. Bickford, of Otter Tail.

Arbor Day—Discussion opened by Supt. L. P. Harrington, of McLeod County.

GEO. H. COWING, President.

D. L. KIEHLE, Supt. Public Instruction.

MISSOURI.

Kansas City has employed a teacher to see to the physical culture of the school children.

Gov. Marmaduke says: "I tell you it will take a rare combination to beat Prof. Coleman, the present incumbent, for State Superintendent of Public Instruction. He is earnest, honest, and active, and attends efficiently and satisfactorily to his duties, and is immensely popular throughout the state."

The Colored State Teachers' Association met in Kansas City, Dec. 29, and continued in session three days.

The Missouri Valley Teachers' Association met at Kansas City, Dec. 28, 29, and 30.

The North East Teachers' Association met Dec. 29, 30, and 31.

NEW JERSEY.

The Cape May County Teachers' Institute was held at Cape May Court House, Wednesday, Thursday, and Friday, Dec. 16, 17, 18, and was pronounced by all as one of unusual interest and profit.

Prof. Brooks, of Pennsylvania, presented the philosophical, and Prof. Apgar, of the State Normal School, the scientific features of the work. Miss Hillman, the elocutionist, gave some excellent specimens of reading, together with drill in voice culture and calisthenics.

Supt. C. E. Meleney, of Paterson, exemplified the practical work of the school-room, illustrating the methods of teaching in elementary grades, and their application in grammar schools.

Dr. E. M. Hunt, secretary of the State Board of Health, lectured upon Practical Hygiene and Sanitation on Thursday evening to a large audience in the court house.

On Friday afternoon a county teachers' association was organized, which promises to be a great success. Supt. Meleney explained the organization and work of teachers' Reading Circles, which was received with much interest. Cape May is the first county in the state to consider this subject.

Jersey City has a population of 153,000. There are 57,586 children between the ages of 5 and 18. In 1880 there were 41,226 between the same ages, showing a remarkable increase. The average attendance in the public schools during the past year was a little more than 17,000, taught by 350 teachers. The teachers assemble regularly the third Wednesday of every month. Supt. A. W. Edson was elected last September, and is doing good work. John A. Walker, of the Dixon Pencil Co., is president of the Board of Education.

NEW YORK.

The Kings County Teachers' Association met at East New York the 12th instant. Preliminary to the reading of the minutes of the last meeting, several of the principals expressed their opinions in regard to children leaving their own district to attend school, claiming that it diminished the amount of free money which the district would get if they remained in their own district, and that it materially lessened the interest on the part of parents in their schools. It was thought that the remedy of this state of things lies with the boards of education, and that, by some judicious movement of the teachers, they should be requested to take action relative to the non-admittance into their schools of children living outside of their respective districts. The discussion, "Recess or no Recess," was opened by Principal L. H. White, of Parkville, who advocated recess. Principals Hulse, of Amityville, and Ryan, of Coney Island, also spoke in favor of recess, while Principal W. W. Davis, of East New York, discussed the negative side of the question from a scientific standpoint. He held that the question depends on conditions such as the capacity of the school-room, means of ventilation, hygienic knowledge of the teacher, etc. Supt. Jacobus, of New Brunswick, N. J., Commissioner Overbaugh, of Flatlands, and Principals Brower, of Flatlands, and Frost, of New Utrecht were emphatic in their advocacy of no recess.

The afternoon session began with an interesting lecture by Principal W. E. Gordon, of Patchogue; subject, "A Practical Thing." Supt. Charles Jacobus followed with a lecture on the important subject, "Character Study of Pupils Essential to Success," which was scientific, instructive, and practical. Miss Lewis, of New York City, gave an interesting class exercise on "The Human Body," which was highly appreciated by all. The next meeting will be held in East New York, the second Saturday in March.

EXTRACTS FROM THE REPORT OF SUPT. MCMILLAN, UTICA: A growing sentiment is generally noticeable in favor of entire unanimity of action between parents and teachers, touching matters requiring unusual discipline of the pupil. Whenever this is accorded by the parent very little trouble arises; but if withheld, as is sometimes the case, often very perplexing complications follow—as for example, a child, through partial ignorance, or malicious intent, makes to the parent a false or greatly exaggerated statement of the discipline inflicted by the teacher; the parent, angered and excited, at once appeals—not to the teacher, as he should, but to the higher authorities for redress. In the presence of his child he berates the teacher, denounces the school authorities and condemns the schools generally. Investigation usually, if not always, discloses the fact that he has been the willing dupe of his child's duplicity, through which both parent and child are placed in the most humiliating and embarrassing positions, all of which might easily have been avoided by a mutual and friendly understanding with the teacher.

I am glad to say that these cases are the exception and not the rule, and are gradually giving place to the more rational mode of procedure adopted by nearly all patrons of our schools.

Salaries. The question of equalization of teachers' salaries based upon term of service rather than the position occupied, is one which seems to claim some attention. To ignore wholly the results of years of practical work by means of which the apprentice has become first the journeyman, then the master-mechanic, is, it appears to me, manifestly unjust, and a wrong that needs to be corrected. A beginner in any business cannot earn as much salary as he can after he has had several years' experience, and the salaries should be increased in accordance with the value of services. I would suggest, therefore, that a uniform rate of increase in salaries be established in the ward schools, and that all teachers who are appointed after the current school year shall receive the minimum rate fixed for beginners, with an annual increase per year until the maximum paid assistant teachers is reached.

Teachers' Training Class. In accordance with a resolution recently adopted by the Board, a plan is being perfected for the organization of a class for training beginners in teaching. The work will be under the immediate care of the superintendent, and for the present purely experimental in character.

Evening Schools. The evening schools were fairly well attended during the past winter, and some good work was accomplished. The fact, however, is prominent and cannot be overlooked, that the highest attainable results in these schools have not as yet been realized. Although equally well equipped as the day schools, and offering to those denied other opportunities excellent facilities for acquiring, or even supplementing, a rudimental education, yet from various causes these privileges are not fully appreciated by those whom they are intended to benefit. Regular hours of daily toil in the case of many, indifference or carelessness in that of others, combined with the law of choice which everywhere prevails, act as constant and depressing influences upon these schools, and limit their usefulness in a marked degree.

Should the period ever arrive, so long hoped for by every philanthropist, when a compulsory law will compel all parents, employers and corporations to see that each child under their care, guardianship, or in their service is provided with a fair rudimentary education, then, and probably not before, we may hope to see evening schools reach their full measure of usefulness.

Prof. Chas. Froebel will lecture before the Kings County Teachers' Association at East New York, Jan. 2.

The Schenectady County Teachers' Association will hold its first semi-annual meeting for the year 1886 in the court room at Schnectady, Friday and Saturday, Jan. 29-30. The association of the town of Duanesburgh will meet in the new school building at Quaker Street, Saturday, Jan. 16, 1886.

The State Association of School Commissioners and Superintendents will meet at Ithaca, Jan. 20, 21 and 22. The programme is as follows:

WEDNESDAY EVENING.—Address of Welcome—Hon. Edward S. Esty, President of the Board of Education of Ithaca, N. Y. Response—Commissioner Jared Sandford. Annual Address by the President—Commissioner Edward C. Delano.

THURSDAY MORNING.—Plans and Advantages of the New York State Teachers' Reading Circle. A paper by Dr. Jerome Allen, of New York. Discussion—Sup't M. W. Scott, Com'r Emmons J. Swift, Edward A. O'Brien, Com'r John H. De Witt, Sup't Edward Smith, Com'r George Y. Chapin. Cornell Free Scholarship—A paper by Commissioner Amasa G. Genung, of Tompkins County. Discussion—Sup't James F. Crooker, Com'r Ezra B. Knapp, Prof. Ruggles E. Post, Com'r Frank J. Squires, Sup't David Beattie, Com'r Leonard T. Cole.

THURSDAY AFTERNOON.—Teachers' Institutes—A paper by Prof. C. T. Barnes, Conductor of Teachers' Institutes. Discussion—Com'r James A. Thayer, Com'r Le Grand Van Tuyl, Sup't S. G. Love, Com'r Clarkson A. Hall, Com'r Harlan S. Perrigo, Dr. Jno. H. French. The Other Half Loaf, or State Aid to Education—A paper by Com'r James L. Lusk, of Broome County. Discussion—Sup't Samuel B. Howe, Com'r J. B. Cole, Com'r Gurney O. Dillingham, Dr. James H. Hoose, Com'r N. Curtice Holt, Hon. Wm. B. Ruggles.

THURSDAY EVENING—Address—C. Kendall Adams, President of Cornell University.

FRIDAY MORNING.—Grading Rural Schools—A paper by Sup't Edward Wait, of Lansingburg. Discussion—Com'r Theodore L. Grout, Sup't Andrew McMillan, Com'r Alfred J. Jaqueth, Com'r Arthur P. Nichols, Sup't George Griffiths, Com'r Chas. E. Hawkins. Methods of Teaching—A paper by Chas. D. McLean, Principal of the Brockport Normal School. Discussion—Com'r Henry S. Howard, Jr., Com'r Russel A. Kneeland, Dr. Albert R. Watkins, Sup't S. A. Ellis, Com'r Wm. E. Prentice, Dr. W. J. Milne.

FRIDAY AFTERNOON—Reports of Committees. Election of Officers. Miscellaneous Business. Visit to Cornell University.

PERSONALS.

PROF. W. A. CRUSINBERRY, for several years professor in Lenox College, Hopkinton, Iowa, has recently accepted the appointment of superintendent of schools at Floyd, Iowa. Prof. Crusinberry has recently suffered a great affliction in the death of his wife, daughter of Prof. Flude, of Lenox College.

PRESIDENT IRWIN SHEPARD, and the Winona (Minn.) State Normal School, have recently received high commendation from the Hon. H. B. Wilson, president of the State Normal Board. He reports the attendance at President Shepard's school unusually large, and the school in fine condition. He regards him as a good organizer, an excellent disciplinarian, modest, firm, and conscientious, and speaks of the assistant teachers as filling their positions with great efficiency. The normal school building was found to be in superb condition.

SUPT. CHARLES JACOBUS, of New Brunswick, N. J., was president of the New Jersey State Teachers' Association. Supt. Jacobus is a superior lecturer. His subjects are: "Heroes and Heroism," "Camping Out in the Maine Woods," "Character Study of People Essential to Success," "The Christian Home." Those wishing to secure a good lecturer will make no mistake by engaging him.

NEW YORK CITY.

The Board of Education at its last meeting appointed Mrs. Fannie A. Smith, principal of the Woodlawn Primary School, as principal of Primary School No. 8, in Mott Street. The Sixth Ward trustees desired the appointment of Miss Mary T. Lawler, a vice-principal in the ward. Mr. Schmitt supported the appointment of Miss Lawler because she was familiar with the school, which, he says, is the poorest in the city. The Irish boys who attend it sing Italian songs, and the visitor has to pass through Poland, Italy, and Egypt to reach the school. Mr. Pomeroy said that the Woodlawn school had only twenty pupils, and if Mrs. Smith was sent down town it could be made a branch of another school, saving $1,000 to the city. Mr. Wood thought that the Woodlawn School would never grow unless the Woodlawn graves gave up their dead, but Mr. Perkins insisted that Jay Gould was about to build up that section of the city by extending the elevated road through it.

President Hunter, of the Normal College, recently gave an interesting address on education at the Washington Heights Presbyterian Church. Starting with the view that the mind is composed of the will, feeling, and the intellect, he urged that all three should be harmoniously developed; yet most teachers devoted their energies to the development of the intellect alone. He himself had abandoned corporal punishment years ago, because it tended to brutality and did not appeal to the judgment of the pupil. The aim of all education should be to make its recipient self-governing. Kindness, tempered with firmness, was the best means of attaining this end. Several happy illustrations of the efficacy of this were given.

Slight progress has been made this year in the way of accommodating additional pupils in the public schools. The average attendance shows an increase of 5,611 in the number of pupils over the previous school year. But owing to the overcrowded condition of the buildings it is officially stated that from 10,000 to 20,000 children are still unable to gain admission. This is an unfortunate condition of affairs. It cannot be said, however, that New York is niggardly in providing for public instruction. Of the $5,227,255 raised this year for defraying the expenses of public schools in the rural counties of the state, $842,003 was contributed by this city. All of this was in excess of the sum received from the state as the share of New York County in the public school money.

Under these circumstances, the movement in Broome and some other counties to secure action by the Legislature to compel this city to contribute a larger sum to the state school fund is extremely ill-advised. With 20,000 children refused admission for lack of room in the public schools, it would seem that New York had enough to do in caring for herself. But we not only do this, but actually contributed $842,003 this year for school purposes elsewhere in the state. To ask the city to increase that amount is what might be called a decidedly cool proposition. And yet there is an organized movement at work in the state to accomplish that end.

The problem of industrial education should at once be considered by the Board of Education. Other cities are moving in this matter. The empire city of the new world cannot afford to take a back seat.

Rheumatism originates in morbid condition of the blood. Hood's Sarsaparilla cures rheumatism.

LETTERS

SCHOOL ROOM FURNITURE.—"We wish to know what furniture we shall need for a primary room. Our means are limited, and we wish to provide for seventy five pupils. Our people know little of what is necessary beyond benches and a limited amount of blackboard space."

Texas. MRS. S. C. L.

Much can be provided at little expense. In a primary room is needed a collection of common objects, each one of which will afford a good topic for conversation and language exercise. Among these should be sand, soil, nuts, woods, grains, rocks and minerals, pressed flowers and leaves, etc., etc., all put up in bottles or small boxes, *labeled*, and *arranged on small shelves*. Charts can be made on good printing-paper, with colored pencils. These should be of great variety, illustrating geography, number lessons, history, short gems of poetry, etc., etc. These can be kept in a large portfolio made of thick pasteboard. Reading charts can be made by cutting pictures from old illustrated papers. I saw a few weeks since in Philadelphia admirable charts of this kind. One was filled with illustrations of life in India, another in Africa. There were several large outline maps, with pictures pasted on, teaching the habits, customs, and productions of the people. At a glance the pupils could see what was meant, and learn a most valuable lesson. Their cost was trifling, but their value untold. No such charts are sold; they can only be made. Outline maps can be made on thick manilla paper, of a light brown color. Shoe-blacking diluted in a bottle, with a small suitable brush, is all the paint needed. The division lines and towns can be indicated by colored pencils. Rivers should be drawn in black, the same as coast lines. This map should grow as it is studied. It is impossible to tell how much an ingenious teacher can do, at a very insignificant cost, to add interest, usefulness, and beauty to a school-room. Don't raise money to send away. Put on a thinking-cap. Go to work. However poorly at first you may succeed, you may be certain that after a little you will be surprised at your own success. Go to work!

WHAT A SCHOOL-ROOM SHOULD HAVE.—This is a very important subject, which is often referred to in our pages. We find in the *Missouri School Journal* the following hints, which are valuable. Mr. T. S. Cox says:

"There should also be blocks, geometrical forms, weights, and measure forms in all primary rooms that pupils may get concrete ideas of weight and measure. A set of metrical weights and measures should be used also.

"There should be a few soft wood pointers ready for use; if made of hard wood they will injure the maps and blackboards. They should be about four feet long and made of soft pine, round and slightly tapering. It is a mistake for a teacher to allow a rough stick or switch to be used for a pointer. A few straight edges or rulers varying in length from one to five feet should be always at hand.

"There should, if possible, be an eraser for each pupil; in case the teacher has to improvise them, a bit of sheep-skin tacked to a block makes a good eraser. The habit of using block chalk instead of crayon is neither wise, cheap, nor expedient; the regular stick crayon can be had as cheap, and is so much more convenient that every teacher should use it. A whole crayon will usually screak on the board while in the hand of a primary pupil, and I have known a great deal of unnecessary noise to be made in this way; break the crayon in two in the middle and this noise ceases.

"Every room should be ornamented with pictures and evergreens, and mottoes, and made as attractive as possible; if the teacher will suggest and take the lead, she will find no difficulty in accomplishing this end. A large dial clock should be placed on the wall in front of the pupils, and a good dictionary always on the teacher's desk.

"A numeral frame is a most useful aid in the primary room, and if the Board will not procure it, the teacher should get one for the great service it will be to her. A geography board and globe will complete the most necessary apparatus."

Is it right to compel students to be present at opening devotional exercises? H. M.

In Harvard College, the students for years have made strong objections to being compelled by the faculty to attend prayers, and their views of compulsory religion have been shared by many of the alumni. During the past two or three years it has been generally understood that the faculty as a body was in favor of making attendance at prayers voluntary, but that the Board of Overseers, headed by George Frisbie Hoar and the Rev. Phillips Brooks, was almost a unit in favor of the present system. Last year a petition for voluntary prayer, signed by 800 of the students, was sent to the overseers and denied. Recently, the following petition was presented:

"To the President and Fellows and Board of Overseers of Harvard College: The undersigned, under-graduates of Harvard College, respectfully petition that your honorable board will abolish all compulsory attendance at prayers."

This shows the trend of public opinion. Concerning this subject, the following points seem to be well established:

1. Conscientious opinions should be religiously respected in a public school.
2. Religious exercises should be entirely undenominational.
3. They should be *adapted* to the pupils.
4. They should be interesting, and participated in by the students. The repetition of the Lord's Prayer, the singing of a hymn, or the recitation of a selection may be made appropriate.
5. Don't *pray to* or *preach to* pupils. Don't make this exercise an opportunity for scolding. Simple, cheerful, appropriate exercises, if conducted in the proper spirit, will be objected to by very few if any pupils or parents.

In regard to our next State Superintendent of Public Instruction, I would advise that the choice of leading educators in the various counties and cities of the state be ascertained, and then that these men write upon the candidate who is the choice of the majority. Then the whole educational body of men and women should sign a petition to the legislature asking for the appointment of the chosen candidate. C. W. R.

Did Alexander Selkirk ever live? If so, please tell me where, and when? J. B.

We could retort by asking, "Did William Tell ever live"? or "Was there such a young lady as Pocahontas"? The fact is, modern doubt knocks into oblivion nearly all the sacred traditions and names of the past. There have been found some who have doubted whether even the Saviour of Mankind ever appeared on earth. Such doubters generally come to a stand by doubting their own personal identity. Recently a statue in honor of Alexander Selkirk has been unveiled at Largo, a Scotch fishing village. But Selkirk is one of the fortunate nobodies whom the world has petted for a couple of centuries, under a misapprehension. He had a quarrel with his ship's captain, and was put ashore at his own request at Juan Fernandez. He remained there four years, and was then taken off. Defoe's vivid imagination created a Robinson Crusoe out of the materials afforded by Selkirk. That he was indebted to Selkirk for anything more than a hint of his immortal story is very doubtful. He heard of the man and his mishaps, and his genius at once created a work which is like wine, whose value increases with age. Defoe deserves a statue, not Selkirk.

In one of the answers to "Live Questions," some time ago, you stated "a standard yard stick always measures the same amount of cloth, and a gold dollar will always buy about the same amount of goods from year to year." Now, on the contrary, gold fluctuates more than almost any other metal, as the supply is very uncertain. Gold is cheap when the supply is abundant and dear when the supply fails. Prof. W. Stanley Jevons says: "From 1789 to 1809 it fell 45 per cent; from 1809 to 1849 it rose in value 145 per cent." Space does not allow me to refer to Humboldt, Bonamy Price, and others, who all agree that as the yield of gold is very uncertain, its value, as compared to all other commodities, is subject to *enormous* fluctuations.

Besides, the value of gold depends upon the coinage laws of the world. Let the leading nations demonetize gold and its value would fall from 50 to 75 per cent.

United States bonds are promises of the Government to pay, not gold, but coin for borrowed money at a specified time. The bonds are payable in gold and silver coin, both principal and interest. (See report of U. S Monetary Commission, pp. 93-100, or the law itself.) B. F.

The "live answer" referred to was taken from "Lessons on Practical Subjects," recently published by Little, Brown & Co., in which will also be found this statement: "Gold is the best measure *because its value changes very little. It changes less than anything we have.*" Why some men are working so hard to make silver the basis of value we cannot tell, for it fluctuates in value vastly more than gold. A bi-metallic foundation to currency is a delusion, for it causes just enough uncertainty to render business unstable. The most stable article for sale that can be used for the purposes of trade is gold, not silver, and the real prosperity of this country will never come until all debts are made payable in gold or its representative.

How can I find each planet in the sky? On the first suitable night I would like to go out and hunt for them, but will have to know something more about the position of each one before I can recognize any of them. B. L.

The *Scientific American* gives, in the last issue of each month, a statement of the movements of all the planets for the month to come, telling when they rise and set, and where to look for them.

I have been teaching for thirty years, and have during all that time studied hard to the better prepare myself for my work, and I unhesitatingly affirm that every institute that I have ever attended has done me good, and when the time comes that I have become so proficient in my work, that the institute will do me no good, then I think it is time for me to "step down and out" of the profession. In saying this, I do not mean to take issue with "Z. A. R," but state it merely as a proposition that is applicable to myself.

I have conducted institutes in our state for the past ten years, and my experience is that the best teachers in the counties in which I have been engaged are the ones who take the greatest interest in the institute. Mark me down as one who thinks that the institute *more* than pays for what it costs. F. H. C.

What miserly narrowness affects the minds of some school Boards! They don't know that they are "penny wise and pound foolish." They don't know that it is expensive business to discourage good teachers. Such teachers think of their salaries very seldom, but when they do, it is very satisfactory to feel that the amount will raise them above want. Let a teacher feel that he or she is safe from penury and the whole soul is free to go out to the waiting, hungry beings before him. A. D. T.

Where can I obtain the kindergarten gifts? A. S.

Of J. W. Schemerhorn & Co., 7 E. 14th St., New York.

ANSWERS.

The following answers have been received, and submitted to the criticism of our readers.

117. Parton's Life of Benjamin Franklin is published by Houghton, Mifflin & Co., Boston. T. V.

121. A brief answer would not make the subject clear. See a complete geography or astronomy. M. D.

122. The word *digit* is derived from the Latin *digitus*, finger; and *cipher*, from the Arabic *sifrun*, empty. G. B.

123. 70° 5' 17" lat. and 96° 46' 45" long. (1831). G. L. C.

124. Yes. I. E. M.

125 (1) The expansion and contraction of water by heat and cold: heat causes the water to become warm: warm water is lighter than cold, and when certain portions become heated they rise by reason of their buoyancy, and are replaced by surrounding and colder water; the warmer and lighter water flows toward the poles, an equal quantity of colder water flowing from the poles. (2) Another cause is the revolution of the earth on its axis. (3) Winds which blow for long periods in one direction. G. E. M.

126. By having on each side wire fences, preventing drifts in the road. G. E. M

128. (1) By occasional visits, in which notice the good qualities of the children; pass lightly over defects; never oppose anything offered by patrons; if you can not agree, keep silent or skillfully change the subject; show by *results* only. By sympathizing with the children in trials, sports, and labors. G. E. M.

(2) By being sociable and mingling with them, and taking an interest in things in which they are interested. J. S. M.

129. No; unless amusement tends to their benefit; sometimes a rebellious or resentful thought in the mind of the pupil may be dispelled by a bright, funny story. Kindergarten amusement is indispensably combined with instruction; so it may profitably be with older pupils. G. E. M.

135. The "year of confusion" was in 1752, when eleven days were added to correct an error in the calendar. T. V.

139. The letters of the abbreviations of ante-meridian and post-meridian should be capitals according to custom. T. V.

142. See Leigh's Phonic Reader, (Van Antwerp, Bragg & Co., Cin'ti.) G. E. M.

QUESTIONS.

229. How many tides have the ocean, and what is the cause of each? A. R. R.

230. Answer 130 says "white is not a color, because it is a combination of all colors; black is not a color, because it is the absence of color." Then why does white reflect all the colors of a ray of light, and black absorb all of them? S. A. S.

231. Who is Vice-President of the United States? L. E. B.

232. Where is Cleopatra's Needle? L. E. B.

233. What should the teacher aim to accomplish by general exercises? L. E. B.

234. How did the Romans add, subtract, multiply and divide with the Roman system of notation? D. D. C.

235. (Regents' Examination, Feb. 27, 1872. No. 8.) A peddler bought 491 yards of cloth at 81 cts. a yard; he used 29 yards, and sold the rest at 95 cts. a yard; how much did he gain? D. D. C.

236. $2\times4+4\times2=$? and $2+2+2\times2+2=$? Please explain the uses of $+$, $-$, $\times$, $+$ in such examples. D. D. C.

237. Which is the highest mountain, and which the highest volcano of South America? Geographies differ in answers to these questions. D. D. C.

238. (a) Is there any light in space? If not, why not? (b) What proof have we that there is, or is not, light by the sun, when we get out of the atmosphere? (c) Who has ascended highest from the earth? (d) How far can man exist from the earth? W. R.

239. If a person wished to make a bag to hold an exact bushel, how would he measure the cloth? How and why? F. K.

240. Why are the tides 56 minutes later each day? J. S. M.

241. Will you be kind enough to name some famous trees? B. F.

BOOK DEPARTMENT.

NEW BOOKS.

POETS OF AMERICA. By Edmund Clarence Stedman. Houghton, Mifflin & Co., Boston and New York. Price, $2.25.

This work is chiefly a review of our first distinctive lyrical period; that is to say, of this country. To its younger writers of the present the book is inscribed, and it will be to them especially interesting; but also for all whose thoughts are in any degree associated with American literature will this review have a strong attraction. Because the author is a student of the subject, a critic, and a poet.

This treatise is in some sense a continuation of the scheme undertaken in Mr. Stedman's previous work, "Victorian Poets."

The opening chapters of the present volume are occupied partly with Collonial verse-writers and their immediate successors, this is to exemplify the evolution of a new minstrelsy from its foreign and native germs; and the final chapter contains a rapid summary of what is now doing, as a basis for speculation on the outlook and the chances of a revival in the future. The reader thus obtains a general view of American poets and poetry from their outset to the present date. But the main purpose of the work is to continue the author's former effort, by obtaining further illustrations of the poetic life, and ideas respecting the spirit and methods of the art of poetry.

Planned to accord with this intention are the marginal analysis and topical index, both of which are excellent.

Mr. Stedman's views regarding the essentials of poetic expression, so aptly illustrated by the record here given, are well calculated to help the young writer, instruct the average critic, and enlighten, while it entertains, the general reader. Needless to say, for students it will have special value. It is well printed on good paper, and tastefully bound.

THE GLOBE DRAMA: Original Plays. By George M. Baker. Boston: Lee & Shepard.

This volume includes six dramas: "The Flowing Bowl," "Better than Gold," "Comrades," "Nevada," "Past Redemption," and "Rebecca's Triumph." Each drama contains full directions for stage business and custumes, and is accompanied with a full-page illustration of a scene from the play. The author has long been before the public as a writer for amateur theatricals, and a wide circle of lively young people will be ready to welcome this volume.

LANGUAGE LESSONS IN ARITHMETIC. By Ellen L. Barton. Boston: Ginn & Co.

The primary aim of the book is to teach the child to work independently; to lead him to discover for himself methods of obtaining desired results; to enable him to become a guide for himself. The author claims that it is the outgrowth of experience in the school-room.

The book is divided into two parts. Section first of the first part deals with the numbers from one to ten; section second deals with numbers from one to twenty-five; section third deals with numbers from one to fifty; and section fourth with numbers above fifty.

The second part introduces the child to fractions, both common and decimal; following which are, "compound numbers," percentage and its applications; interest: proportion; powers and roots.

The author gives the work the name of "Language Lessons in Arithmetic," because, in teaching pupils to think, their power of using language must be trained. In its use, the work is designed to be both oral and written.

The work has many good features. The variations, and constant repetition of numbers from one to ten, from one to twenty-five, and from one to fifty, connot fail to fix in the mind of the child the relations of numbers, and make him familiar with their uses. Since the time of Warren Calburn we have had a large number of primary arithmetics for children; none of them quite equals the original work, after which they all pattern to a greater or less degree.

QUESTIONS FOR CLASSICAL STUDENTS. By E. C. Ferguson, Ph.D. Boston: Ginn & Co.

The questions are on the first books of Cæsar's Gallic War, and Xenophon's Anabasis, with references to the grammars of Allen and Greeough, and Harkness in the Latin; and to the grammars of Goodwin and Hadley in the Greek.

These questions are well put, and, if properly used and answered by the student, will lead him to master certain grammatical facts and principles absolutely essential in the study of these languages.

Students commencing to read Latin and Greek make, generally, one great mistake. In their ambition to progress rapidly, they too often forget that thoroughness requires them to "make haste slowly." Every student commencing to read a Classic author finds this difficulty. He does not know how to get at what he wants, nor where to find, in his grammar, what he needs.

These questions, which are chiefly grammatical, furnish a guide by which the young student may speedily lay hold of the facts which he most needs. To accomplish this object the questions are generally followed by references to the articles in the grammars where the needed imformation can be found.

The questions are not too numerous, nor too limited. Many of the questions are more or less suggestive, and impress the mind with important principles which could not be stated in the form of a question without implying the answer. The questions are important to the student; but the live teacher will be encumbered if he attempts to confine himself to them. They will help the student in preparing his lesson, but the recitations become prosy if the teacher attempts to read his questions from any book. The true teacher will throw his soul into his recitation, and his own questions will be the outburst of his enthusiasm, modified by the necessity of the case and the principles contained in hte lesson.

CHARLES DARWIN. By Grant Allen. New York: D. Appleton & Co. Price, 75 cents.

The place in history occupied by Charles Darwin is a peculiar one, and it is not easily defined; but in this volume the author has endeavored to place him in his proper place as one of the cogs in the wheel of the great revolution which is now more than ever before engaging the attention of some of the greatest thinkers of the world. The doctrines which underlie this movement have found earnest advocotes in such widely known men as Huxley, Spencer, Emerson, Disraeli, and Payne, and is daily enrolling new champions among the foremost men of science.

The author of the present work gives a short sketch of the early life of Darwin, traces the force which led to his adoption of evolutionary theories, the vigor with which he pursued the study of the first principles of the then vague doctrine, and finally the several steps by which he rescued his theme from the chaos of uncertainty and speculation, which led to the publication of his "Descent of Man" in 1871, and a year later to his "Expression of the Emotions." In 1876 appeared his "Effects of Cross and Self-Fertilization in the Vegetable Kingdom," and, later on, several books which have paved the way for the general acceptation of his theories. In the last two chapters the author has summed up the career of Darwin, and creates a throne for the "king of the third generation of Evolutionists." It cannot fail to prove interesting to any one who is desirous of knowing Darwin and his theories.

This is the first of the volumes of "English Worthies," edited by Andrew Lang. It is well printed and neatly bound.

BIRD WAYS. By Olive Thorne Miller. Boston: Houghton, Mifflin & Co. Price, $1.25.

These articles originally appeared in the *Atlantic Monthly*, and attracted so much attention, that this firm has published them in book form. They record the author's experiences in the observation of bird life. Her custom was to furnish them with a room in which they might fly about and do as they pleased. Her remarks are far from being scientific, but are a mere expression of her own feeling, in a perfectly natural conversational style. Through her treatment she got on the most intimate terms with about a dozen or so of our most common bird-pets, as the robin, cat-bird, wood-thrush, redwing, blackbird, etc. She noted their many little caprices, jealousies, vanities, etc., and says that acquaintance with human society develops in birds more intelligence than they usually possess. Her favorite is the robin, with which she is so much in love, that she can see none of its faults at all. The book, altogether, is very interesting, and will not fail to please the general reader. It is neatly bound in cloth, and well printed.

A WOMAN'S INHERITANCE. By Amanda M. Douglas. Boston: Lee & Shepard. Price, $1.50.

This is a love story in a severe sense, but the heroine is an exceptional woman. While quite young she has been left an orphan and deprived of the greater portion of her inheritance through the dishonesty of one of the trustees. Her name is Christmas Ormiston; and until her affairs are straightened out, she is obliged to accept the hospitality of some fashionable relations. While with the Stannards she makes all her studies tend to the one end—that she may be a good business woman, and able to carry out the plans inaugurated by her father in the great mills of "Ormiston & Son," of which she is the only surviving representative. Her nature is much different from that of her relatives, and there is little in common between them. Her further experience as a fashionable young lady, and afterward as mistress of Glen Ormiston and the head of the great firm, which under her control has recovered much of its former prestige, is extremely well described. The printing is well done, and the book is neatly bound in cloth.

FARTHEST NORTH; OR THE LIFE AND EXPLORATIONS OF LIEUT. JAMES BOOTH LOCKWOOD, OF THE GREELY ARCTIC EXPEDITION. By Charles Lanman. New York: D. Appleton & Co. Price, $1.25.

Those who have read the accounts of the different members of the Greely party will remember that Lieut. Lockwood reached the highest latitude ever attained in Arctic explorations. The struggles of himself and those who went with him on his perilous boat-voyage to Gape Sabine are thrillingly described, and will not fail to interest and call forth the sympathy of all readers. This is not a history of the whole Greely expedition, but of that part with which Lieut. Lockwood had any connection. The book is illustrated, the frontispiece being an excellent portrait of Lieut. Lockwood. The author furnishes a short biography of Lockwood, detailing his career as an army officer in the West. A reproduction of the map published by the London Geographical Society is added, and will prove an invaluable help in following the course of the expedition as described.

HISTORY OF IRELAND; In words of one syllable. By Agnes Sadlier. New York: George Routledge & Sons. Price, $1.00.

This is one of a series of one-syllable histories issued by this house. Considering the relation of Ireland to England at the present time, it is indeed neccessary to know the past history of this country in order to thoroughly understand the case. In this book the history of Ireland is presented in a simple story, but is authentic. It commences with the first known days in Ireland at the time of the Druids, relates the arrival of St. Patrick, describes the wars with the Danes, and the entrance of the English under Strong-Bow, and the succeeding wars which led to the entire conquest of Ireland. The history is brought down to the present time, and the Land League is described. The whole is presented in a simple, interesting, and impartial manner, and will not fail to hold the attention of the young student. The book is copiously illustrated, and printed on heavy paper in large type. It is neatly bound with handsome, illuminated board covers.

GRANT MEMORIAL. By D. T. Ames and C. Rollinson. New York: D. T. Ames. Price, $1.00.

This is a photo-lithographic reproduction of a pen-and-ink portrait memorial, 22x28 inches in size, printed on fine plate paper. The portrait is very true and well executed, Surrounding the portrait are pictorial representations of different periods in the life of the great hero.

Surmounting the whole, stands Columbia offering him a crown of laurels, while behind her stands the American Eagle having in his bill, in Latin: "*Palmam Qui Meruit Ferat.*" This is one of the most beautiful memorials of the great hero we have yet seen, and well deserves a place in every library, office, and school-room.

THE PETTIBONE NAME. By Margaret Sidney. Boston: D. Lothrop & Co. Price, 50 cents.

This is number one of the Household Library, and is a story of New England life. The plot of the tale is laid in a town named Burkhamstead. The personages include all those characters so common to tales of New England life. the parson, the deacon, the dressmaker, the doctor, and the various personages that go to make up a country town. The heroine is an old maid, whose love for her brother causes her to burn her father's will, and the property thereby reverts to him. None other knows of this piece of self-denial but the dressmaker, who keeps the secret until the wedding-day of the heroine, who at last marries the clergyman. The whole story is free from any sentimental trash, and will give pleasure to all lovers of pure thought.

OUTLINES OF THE ANCIENT, MEDIÆVAL AND MODERN HISTORY. By S. Laura Ensign. Cedar Falls, Iowa: Published by the Author. Price, 25 cents.

This is a collection of events, dates and topics in the history of the world—first, of the races, then the countries, the events, the religions, the literature, art and philosophy, governments, manners and customs, education, etc., of the ancient world. The history of the Middle Ages is divided into eighteen periods, and modern history is treated by centuries. America is not mentioned at all as a separate hemisphere, but only in its connection with European history. As a collection of questions for examination or suggestions for study, it is very good, and adapted to any textbooks to which pupils may have access.

ANNOUNCEMENTS.

Ginn & Co. announce for January 1st, "Greek Inflection," by B. F. Harding, A. M.; and for February, "The Rigveda," the oldest literature of the Indians, by Adolf Kaegi, translated by R. Arrowsmith, Ph. D.

Ticknor & Co. will publish early this month a volume on "The Life and Genius of Goethe."

"French Dishes for Americans," "John Maidment," and "The Master of the Mine" are announced by D. Appleton & Co., who also have in press an edition of the three articles, entitled "McClellan's Last Service to the Republic," which appeared in the *North American Review* in April, May and June, 1880, written by Mr. George Ticknor Curtis, together with the "Tribute to McClellan," which Mr. Curtis published last month.

G. P. Putnam's Sons are about to publish a volume of poems, by Stephen H. Thayer, of the New York Stock Exchange.

D. C. Heath & Co. have in preparation an edition of "Gill's Systems of Education;" "Richter's Levana;" a translation of "Radestock's Habit and Education," with an introduction by G. Stanley Hall; Montaigne on "Education," translated and edited by Supt. McAllister, of Philadelphia; a translation of "Rosmini's Method of Education," by Mrs. Wm. Gray, of London; Hall's "Methods of Teaching and Studying the Ancient Language," "Methods of Teaching and Studying Natural Science," "Methods of Teaching and Studying Language and English Literature." They contemplate also the publication of Miss Marwedil's translation of Preyer's "Soul of the Child," and Miss Peabody's "Lectures on the Kindergarten."

LITERARY NOTES.

The Worthington Company have opened a new retail store at 747 Broadway, New York, with a large and fine stock of books.

James M. Sawin, principal of the Point Street Grammar School Providence, R. I., has prepared a list of valuable and reliable books suitable for gifts and for the home library, which will be found very useful to teachers and parents.

Mr. Charles M. Carter has prepared an outline of an eight years' course of instruction in industrial drawing for primary and grammar schools, now used in the Massachusetts Normal Art School, and in state work under the direction of the Massachusetts Board of Education, which will be found very useful for general instruction.

"The Message of Christmas," by Newberry and Towne, and the "Christmas Gift," by Rosabel, are two sweet little cantatas published for the Holidays by Oliver Ditson & Co. Both are simple, contain good songs and dialogues, and introduce Santa Claus and his gifts. Winnie Warrell, the orphan girl, gives a touch of pensiveness to the "Christmas Gift," and brings out the loving charity of the boys and girls. "The Message of Christmas" begins with an ice cave scene, introducing Santa Claus, Winter, a Storm Herald, and Jack Frost. The other scenes are around the Christmas stockings.

D. Appleton & Co. have prepared new editions of "Samuel Brohl and Company," by Cherbuliez, and "The Struggle," by Barnet Philips, each in paper cover at 25 cents.

The mountains of North Carolina and Tennessee are becoming rapidly storied around through the novels of Charles Egbert Craddock, Miss M. G. McClelland, and the horseback trips of Mr. Warner.

Cupples, Upham & Co. have just issued a most interesting volume, entitled "Sketches of the Clans of Scotland," which gives an account of the origin and characteristics of the Scottish clans, with a colored representation of the costumes worn by each.

It is stated that "High Lights," the anonymous novel lately published by Houghton, Mifflin & Co., was written by a daughter of Mrs. A. D. T. Whitney.

The last article penned by General McClellan appears in the January *Harper's Magazine*. It is a valuable paper on a subject upon which the General was a good authority, "The Militia and the Army."

It is said that Mr. Robert Browning will contribute a poem to the new work which Cassell & Co. are about to publish, entitled "Why I am a Liberal."

J. B. Alden, New York, has issued a criticism on "Vittorio Alfieri" and "The Tragedy of Brutus," in his 3-cent Elzevis Library.

Wm. D. Howells commences with the January number of *Harper's Magazine* a new department on current literature.

MAGAZINES.

The opening article of the *Magazine of Art* for January is a description of the house and study of Harry Fenn. This is followed by a paper on "Archæology vs. Art." Several engravings illustrate an article on Franz Lenbach, a popular German painter. The several papers on art, "Art in Assyria," "Some Art in Japan," "The Upper Medway" and "The Romance of Art," are very interesting. "Beds and Bedrooms are described, and a "Ballade of a Choice of Ghosts" is quaintly illustrated.——*The Chautauqua* for January contains the first of a series of papers on "Religion and Art," a description of "Carlyle's Home at Craigenputtoch." Dr. H. C. McCook writes on "Nature's Weavers," and the Rev. J. G. Carmachan, LL. D., tells "The Story of Sir Thomas More." It contains also many other interesting articles.——*The Overland* for December contains "The Lick Observatory," by Prof. Edward S. Holden, "Personal Recollections of the Late John McCullough," "Is Modern Science Pantheistic?" "Suggestions on the Indian Question," "Travel in South America," "The Anti-Chinese Riot in Wyoming," "Camping in the High Sierras," "A Wedding among the Communistic Russian Jews of Oregon," "A Problem of Love," and "The Anti-Opium Crusade in China."——*The Critic* of Dec. 12 contains some notes on the New York Sunday press, *apropos* of Dr. Howard Crosby's letter protesting against the reading of Sunday papers.——The November-December number of *Christian Thought* contains an article by Rev. Dr. MacCracken, read before the Summer School of the Institute of Christian Philosophy, on "Kant and Lotze." Dr. John B. Drury's paper is on the "Relation of Truth and Time." Dr. Richard Wheatley's paper is on "Christian Socialism." The Rev. S. W. Dike treats "The Family in the History of Christianity." This number is very interesting.

HORSFORD'S ACID PHOSPHATE.

VALUABLE MEDICINE.

Dr. W. H. PARMELEE, Toledo, O., says: "I have prescribed the 'acid' in a large variety of diseases, and have been amply satisfied that it is a valuable addition to our list of medicinal agents."

WORTH SENDING FOR

Dr. J. H. SCHENCK has published A NEW AND ELABORATE BOOK on the Treatment and Cure of CONSUMPTION, LIVER COMPLAINT AND DYSPEPSIA which will be mailed FREE to all who want it. If you are, or know of any one who is, afflicted with, or liable to any of these diseases, send name and address (plainly written) to Dr. J. H. SCHENCK & SON, (Name this paper.) Philadelphia, Pa.

NOVELTY RUG MACHINE (Pat Dec. 27, 1881.) For making Rugs, Tidies, Hoods, Mittens, etc. Sent by mail, full directions. Price, $1. Agents Wanted. Man'fr Stamped Rug Patterns on Burlap, and Dealers in Yarns. Address F. BOSS & CO., Toledo, O.

A Paris gentleman who ten years ago was wealthy and bathed in a solid silver bath-tub, is now a helpless paralytic, covered with rags, and consumed with a rage for tobacco. It serves him right. The man who is not satisfied to bathe in a simple malachite bath-tub lined with gold, such as American editors use, should be rebuked by some means or other.

"Well, Bubby, how did you enjoy the service this morning?" "To tell the truth darling, I didn't take much interest in it. I could hardly hear a word of the sermon." "Why, I heard perfectly. What was the matter?" "Well, I don't know. It may have been because your new bonnet was so loud." And then a silence fell on the dinner table, so intense that you could hear the ice-cream.

A DISTINGUISHED circus snake charmer says, "you cannot get a good snake for less than $100." Ha, that must be in a prohibition state. Most places you can get both boots full of first-class serpents, land and marine, with a hatful of lizards thrown in for $35.

Gold Fields, that pan out richly, are not so abundant as in the early California days, but those who write to Hallett & Co., Portland, Maine, will, by return mail, receive, free, full information about work which they can do, and live at home, that will pay them from $5 to $25 per day, and upwards. Either sex, young or old. Capital not required; you are started in business free. Those who start at once are absolutely sure of snug little fortunes.

JAMES PYLE'S PEARLINE

THE BEST THING KNOWN FOR Washing and Bleaching

in Hard or Soft, Hot or Cold, Water.

SAVES LABOR, TIME, and SOAP, AMAZINGLY, and gives universal satisfaction. No family, rich or poor, should be without it.

Sold by all Grocers. BEWARE of imitations well designed to mislead. PEARLINE is the ONLY SAFE labor-saving compound, and always bears the above symbol and name of JAMES PYLE, NEW YORK.

HEADQUARTERS FOR LADIES' FANCY WORK.

SPECIAL OFFERS!—We will send you our 15-c *Fancy Work Book* (new 1886 edition), for 3 *two-cent stamps*. Our *New* 10c. book, *How to use Fancy Work Materials* for 6c. A FELT TIDY and *Imported Silk to work it*, for 20c. A FRINGED *linen* TIDY and *Imported Silk to work it*, for 12c. *Florence "Waste" Embroidery Silk*, 25c. per package. EVERYTHING in this advertisement for 38 two-cent stamps (76c.) *Illustrated Circulars free. Address*, J. F. INGALLS, Lynn, Mass.

—3— CHOICE NEW BOOKS.

Young Folks' Dialogues.

120 Pages. Paper, 25 cts.; Boards, 40 cts. Contains a wide variety of short, plain, and simple dialogues, *all new and original*, and suited to the wants of children from five to fifteen years.

The Elocutionist's Annual, No. 13.

The latest and best *Readings* and *Recitations*. 200 Pages. Paper, 30 cts.; Cloth, 50 cts.

☞ The full set of this series (13 Numbers) will be sent in Paper binding for $3.00; Cloth, $5.00.

"This is the best series of the kind published."—*School Bulletin, Syracuse, New York.*

Shoemaker's Dialogues.

250 Pages. Paper, 60 cts.; Cloth, $1.00. Provision is made for all ages and all occasions.

"In variety and originality this is the *best book of the kind.*"—*Christian Union, N. Y.*

. Sold by the leading booksellers, or mailed upon receipt of price.

CHARLES C. SHOEMAKER, Manager,
Publication Departm't 1416 Chestnut Street,
The National School of Oratory. Philadelphia.

TRADE MARK REGISTERED. DRS. STARKEY AND PALEN COMPOUND OXYGEN NOT A DRUG

1529 Arch Street, Philad'a, Pa.

ACME STATIONERY & PAPER CO.,

146, 148, 150 Centre Street, New York.

MAKE EVERY THING IN

WRITING PADS AND TABLETS FOR

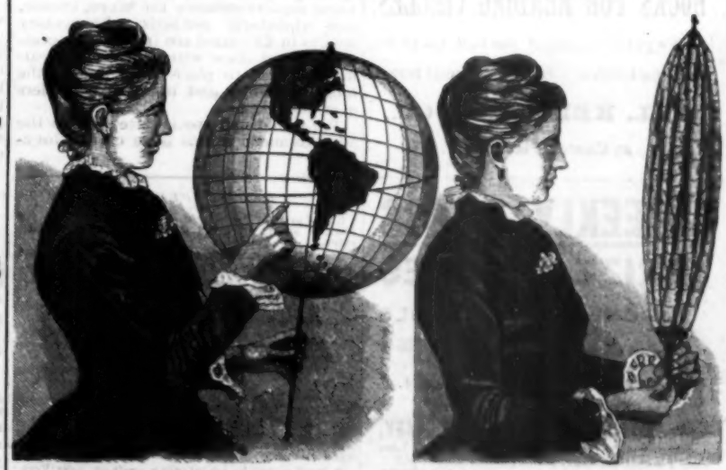
SCHOOLS, COLLEGES, TEACHERS, STUDENTS,

and all educational purposes.

QUNCY PRACTICE PAPER in four series.
FAVORITE THESIS, or examination Tablet.
Send for samples and price list.

Bett's Folding Globe.

(Terrestrial Only.) Weighs less than 10 ounces.



THE GLOBE CONSISTS OF A FRAME-WORK of steel wire covered with cloth, on which is printed a Map of the World, and can be expanded or collapsed at will.
The cloth cover is of a durable material, made expressly for the purpose and to secure permanence the coloring is produced at the press, with varnish colors.
The Globe is about 15 inches diameter, being 4 feet in circumference.
For the convenience of suspending it by a cord, the top end of the axis is furnished with a ring.
A neat, strong box is provided, in which it may be deposited when not in use.

Sent by Mail on receipt of $5.00. | Sent by Express on receipt of $4.50.

BOSTON: BOSTON SCHOOL SUPPLY CO., 15 Bromfield St. NEW YORK: A. LOVELL & CO., 16 Astor Place. PHIL.: PENN SCHOOL SUPPLY CO., 518 Arch Street.

"If!"

"Stand back, gentlemen! Clear the track!" shouted the police, and as the quickly-gathering crowd surged back, steamer No. 4 came up the street, the magnificent black horses striking fire from the pavement.

But hold! A wheel comes off! the steamer is overturned, and the brave firemen are picked up bleeding and senseless!

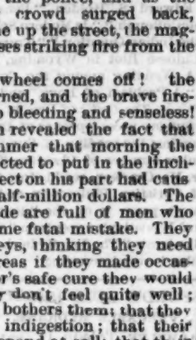
An investigation revealed the fact that in oiling the steamer that morning the steward had neglected to put in the linchpin. A little neglect on his part had caused a loss of a half-million dollars. The busy marts of trade are full of men who are making the same fatal mistake. They neglect their kidneys, thinking they need no attention, whereas if they made occasional use of Warner's safe cure they would *never* say that they don't feel quite well; that a tired feeling bothers them; that they are plagued with indigestion; that their brain refuses to respond at call; that their nerves are all unstrung.—*Fire Journal.*

ELY'S CREAM BALM

Cleanses the Head, Allays Inflammation. Heals Sores. Restores the Senses of taste, Hearing & Smell. A Quick Relief. A Positive Cure

CREAM BALM has gained an enviable reputation, displacing all other preparations. A particle is applied into each nostril; No pain; agreable to use. Price 50c. by mail or at druggists. Send for circular. ELY BROTHERS, Druggists, Owego N., Y.

CATARRH



HAY-FEVER

CURE FOR THE DEAF

Peck's Patent Improved Cushioned Ear Drums perfectly restore the hearing, and perform the work of the natural drum. Always in position, but invisible to others and comfortable to wear. All conversation and even whispers heard distinctly. We refer to those using them. Send for illustrated book with testimonials free. Address,
F HISCOX 853 Broadway. N. Y Mention this paper

HOME INSURANCE COMPANY OF NEW YORK.
Office 119 Broadway. Sixty-third Semi-Annual Statement, January, 1885.

CASH CAPITAL,	$3,000,000 00
Reserve Premium Fund,	2,847,565 00
Reserve for Unpaid Losses and Claims,	405,798 00
Net Surplus,	1,141,726 90
CASH ASSETS,	$7,395,090 50

SUMMARY OF ASSETS.

Cash in banks,	$251,736 41
Bonds & Mt'gages, being 1st lien on R'l Est't	1,005,400 00
United States Stocks (market value),	2,845,625 00
Bank & R. R. Stocks & Bonds, (m'ket value)	1,699,400 00
State & City Bonds, (market value),	222,000 00
Loans on Stocks, payable on demand,	254,050 00
Interest due on 1st January 1885.	105,682 42
Premiums uncollected & in hands of agents,	356,009 73
Real Estate,	61,183 95
TOTAL,	$7,395,090 50

CHAS. J MARTIN, President.
D. A. HEALD, V. P. J. H. WASHBURN V. P., & S. E. GREENE, and W. L. HICKLOW, Ass't Sec'ys

BOOKS FOR READING CIRCLES.

We publish some of the best books for Reading Circles. Send for special terms

E. L. KELLOGG & CO.,

25 Clinton Place, N. Y.

WEEKLY PRESS

PRIZE CIRCLES

FOR

TEACHERS AND SCHOOLS

FOUR MAGNIFICENT LIBRARIES

WORTH $500 EACH.

ALSO HUNDREDS OF

WEBSTER'S UNABRIDGED DICTIONARY,

Lippincott's Gazetteer of the World, Lippincott's Biographical Dictionary, and

MERIDIAN GLOBES, 8 In. FULL MOUNTED

FREE

To the Successful Voters on TEN POPULAR QUESTIONS.

Competition open to every Teacher and School in the United States and Canada. Sample copy of WEEKLY PRESS, containing full particulars, sent free Address

WEEKLY PRESS, Philadelphia, Pa.

PILES. Instant relief. Final cure in 10 days, and never returns. No purge, no salve, no suppository. Sufferers will learn of a simple remedy free, by addressing C. J. MASON, 78 Nassau St., N. Y

Publishers' Department.

Lippincott's Popular Series of Readers combine all the good points of the best readers. Their superiority has been recognized by many of the best teachers and boards of education, and they are very extensively used in all parts of the United States. Lippincott's Popular Spelling Book is distinguished by several peculiar features deserving of special consideration, as they make it very different from the ordinary spelling-book. The principle of comparison and contrast has been observed. The words given are those in common use and most commonly misspelled. These words are selected and classified with great care. The lessons well graded and many given in script. School boards will do well to give this book a trial.

One of the features of our free school system is that our children may become good citizens. To facilitate this result Messrs. Clark & Maynard, of 771 Broadway, New York, have published an edition of Young's Government Class Book, containing an exposition of the general principles of government, together with the principles of municipal and international law, etc., thoroughly revised by a practical counsellor at law. This edition has been specially designed for the State of New York, and an abstract of the constitution of this state, meeting the requirements of the Board of Regents, has been appended. We invite attention to their advertisement on another column of the JOURNAL.

A short time ago, we had occasion to notice in our book department, Allen's Forty Lessons in Bookkeeping, published by the author, George Allen, Newbern, N. C. It is a text-book specially adapted for schools, containing information gained by many years' actual experience in business life. The plan is arranged in such a manner that a practical knowledge of bookkeeping will be the result of one school-year's study. A proof of its accuracy is that it is now used by many business men as a reference book on commercial forms, etc. For terms, refer to the advertisement in another column of the JOURNAL.

When we see a good thing we let our friends know about it; so we would call attention to Sibley's Patent Pencil Sharpener. It is practical, simple, durable, and effective. By referring to the advertisement in this issue of the JOURNAL, and examining the cut, one can get a good idea of this little machine, but we would recommend all to send to the manufacturer for a descriptive circular.

No better proof of the excellence of Apple on's School Readers can be given than the fact that they are used in our largest cities and the most progressive educational centers throughout the country.

Being based on the true principles of progressive education, they tend to develop the powers of thought and expression. These readers embrace the Word, Phonic, and Alphabetic methods. Elementary studies in Elocution are introduced occasionally, and these with many other features combine to place them among the most successful and instructive Readers ever published.

We would call special attention to the advertisement in this issue of the JOURNAL.

A FEW SIMPLE POINTS.

1. The price of the SCHOOL JOURNAL for 50 nos. per year, is $2.50; for 3 and 6 months at proportionate rates.

2. Subscriptions always begin with the first number of the current month unless we are otherwise directed.

3 The JOURNAL is mailed to subscribers on Thursday of each week.

4. The date on name and address label on each paper, shows up to what date the subscriber has paid.

5. Notify us at once of any change in your address and always give the P. O. a. which you are receiving the paper when you wish it changed.

6 We send the JOURNAL until ordered to discontinue it, and the extra copies are paid for at 5 cents each.

7. It will be discontinued at end of subscription if we are notified beforehand.

8. When we notify you that your paid subscription has expired, please reply at once (1) with $2.50 for another year; or (2) state when you will pay if you cannot at once; or (3) ask to have the paper stopped.

9 Send money by postal order, draft on New York, express order, or registered letter. Postal notes and bills are not so safe, but are seldom lost if carefully sealed and addressed. Stamps taken for fractions of a dollar. We acknowledge every remittance

10. All complaints about irregularity of coming of the paper must be made directly to us, and not to our agents.

11. We send the SCHOOL JOURNAL after the paid subscription has expired, or the reason that teachers often have not the money to send at that time, as they are paid quarterly, and even at longer intervals. If the above rules are carefully followed, this plan is entirely unobjectionable.

12. Sample copies and club rates sent *free* to any teacher not now a subscriber.

13. Advertising rates on application to J. I. CHAMLOUIS, 25 Clinton Place, N. Y.

Rheumatism

We doubt if there is, or can be, a specific remedy for rheumatism; but thousands who have suffered its pains have been greatly benefited by Hood's Sarsaparilla. If you have failed to find relief, try this great remedy. It corrects the acidity of the blood which is the cause of the disease, and builds up the whole system.

"I was afflicted with rheumatism twenty years. Previous to 1883 I found no relief, but grew worse, until I was almost helpless. Hood's Sarsaparilla did me more good than all the other medicine I ever had." H. T. BALCOM, Shirley Village, Mass.

Hood' Sarsaparilla

Sold by all druggists. $1; six for $5. Made only by C. I. HOOD & CO., Lowell, Mass.

100 Doses One Dollar.

A country surveyor in Indiana has a six-mile ditch to survey, and has had, for over two years, but an old woman and two bull-dogs have blocked the way and baffled all his efforts to get the line through. The Governor is now asked to call out the troops.

THIS is certainly a progressive age. Not only are the receptacles for drinks made in the form of opera glasses, parasol handles, and even prayer books, so that bibulous ladies may indulge in a nip nearly everywhere and at any time, but prayer books are now made with small magnifying glasses deftly inserted in the covers, so that when a lady at church appears to be most devout she may simply be taking an inventory of the various styles of bonnets around her.

IMPORTANT.

When you visit or leave New York City, save Baggage Expressage and $3 Carriage Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot. 600 Elegant rooms fitted up at a cost of one million dollars, at $1 and upwards per day. European Plan. Elevator. Restaurant supplied with the best. Horse cars, stages and elevated railroad to all depots. Families can live better for less money at the Grand Union Hotel than at any other first-class hotel in the city.

"I SEE," he said, as he folded up his paper, "that the Louisville and Nashville Railroad wants further financial relief." "Does it?" replied the other, as his hand involuntarily went up to his pocket book. "Yes, needs it bad." "Well, I'm sorry, and I hope they won't blame me. That stock has shrunk me out of over $12,000 in the last five years, and I don't know what else I can do. That's all I had to lose."

In by-gone times men thought it a good plan to "take time by the fore lock." The revised edition says "we should take time by the bang."

Scott's Emulsion of Pure Cod Liver Oil with Hypophosphites.—Is more nutritious and strengthening than any other single or combined remedy,—In *Consumption* and wasting diseases its effect is very astonishing.

A Boston woman has launched a new word upon the sea of language, to-wit: "Bachelettes," meaning single women who have been left out in the cold with nobody to warm their feet on. The word has a pretty sound and rhymes well with pantaletts and pets. Bachaletts, here's to you: may you and the bachelors strike hands *en masse* before leap year is ended.

Glenn's Sulphur Soap heals and beautifies, 25c.
German Corn Remover kills Corns, Bunions, 15c
Hill's Hair and Whisker Dye—Black & Brown, 50c.
Pike's Toothache Drops cure in 1 Minute, 25c.

Teacher—"We will conduct the German recitation to-day by asking each other questions." "Now, 'Wie alt sind sie?'" Girl—"Sechtzehn jahre." Teacher—"Very good. Now ask me a question." Girl—"Wie alt sind sie?" Teacher—"Leave the room at once."

The act came to a close, and the two gentlemen rose, left their wives and retired to the lobby to obtain the latest quotations concerning lime juice. Mrs. brown remarked casually to Mrs. Smith: "Does your husband often go out between acts?" "No, but he always comes in between drinks."

THOUSANDS of the best housekeepers in this country say of JAMES PYLE'S Pearline, "*It is a necessity in our kitchen, laundry, and for housecleaning.*" Personal experience prompts us to say a word in favor of it. The annual consumption of *Pearline* alone is proof of its utility, and we know that we are saying a word in a good cause, when we advise everyone to try *Pearline*. It reduces the toil and drudgery of woman's hardest work by one-half, and is harmless to hands or fabric. Another proof of its merits is the numerous imitations of it. Beware of them, they are dangerous.

R. H. MACY & CO.,

14th ST., SIXTH AVE., and 13th ST.

NEW YORK.

GRAND CENTRAL FANCY AND DRY GOODS ESTABLISHMENT.

SPECIAL SALE OF LADIES' AND CHILDREN'S

MUSLIN

UNDERWEAR,

ALL OF OUR OWN MANUFACTURE AND DESIGN. OUR PRICES ARE THE LOWEST IN THE COUNTRY.

RARE BARGAINS IN

LINENS

AND HOUSEKEEPING GOODS, OUR OWN DIRECT IMPORTATION.

UNAPPROACHABLE BARGAINS IN

BLACK AND COLORED

Silks and Dress Goods.

OUR PRICES BELOW ALL COMPETITION.

TREMENDOUS MARK-DOWN IN

SUITS AND CLOAKS.

OUR ENTIRE STOCK AT LOWER PRICES THAN EVER BEFORE KNOWN.

SPECIAL CARE GIVEN TO MAIL ORDERS.

R. H. MACY & CO.

James M'Creery & Co.

Offer this week 2,250 Dress Lengths at $1.75 to $6 per pattern. Also two lines of heavy all wool Diagonals, 46 inches wide, at 40c. and 50c. per yard, worth 75 cents.

800 Embroidered Robes in Superior silk needlework, new designs, for Dinner and Reception Dresses, at very reasonable prices.

Orders by mail promptly filled.

Broadway and Eleventh Street, New York.

STATEN ISLAND

FANCY DYEING ESTABLISHMENT,

Office, 5 & 7 John St., New York.

BRANCH OFFICES
1199 Broadway, near 29th St., N. Y.
279 Fulton St., Brooklyn.
47 North Eighth St., Phila.
43 North Charles St., Baltimore.
40 Bedford St., Boston.

Dye, Clean, and Refinish Dress Goods and Garments, *Ladies' Dresses, Cloaks, Robes, &c., of all fabrics*, and of the most elaborate styles, cleaned or dyed successfully *without ripping.*

Gentlemen's Garments *cleaned or dyed whole.*

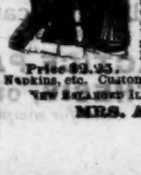
Curtains, Window Shades, Table Covers, Carpets, &c., cleaned or dyed. Employing the best attainable skill and most improved appliances, and having systematized anew every department of our business, we can confidently promise the best results, and unusually prompt return of goods. Correspondence invited. Goods received and returned by express and mail.

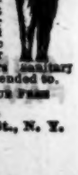
Send for Circular and Price List.

BARRETT, NEPHEWS & CO.,
5 and 7 John St., N. Y

6 E 14th | DRESS REFORM. Union Undergarments. *Vest and Drawers in One.* | 6 E. 14th

EQUIPOISE





Made in all weights of Merino, Cashmere and all wool; Chemilettes, Princesskirts, *Equipoise*, Emancipation, Dress Reform, and comfort Waists. Corsed Waists a Specialty. Shoulder Brace and Corset combined, Shoulder Braces, Abdominal Supporters, Obstetric Bandages, Shoulder Straps, Stocking Supporters, Sanitary Napkins, etc. Custom work promptly attended to.

Price $2.25. NEW ENLARGED ILLUSTRATED CATALOGUE FREE

MRS. A. FLETCHER,
6 East 14th St., N. Y.

Forewarned

of danger by the condition of your blood, as shown in pimples, blotches, boils, or discolorations of the skin; or by a feeling of languor, induced, perhaps, by inactivity of the stomach, liver, and kidneys, you should take Ayer's Sarsaparilla. It will renew and invigorate your blood, and cause the vital organs to properly perform their functions. If you suffer from

Rheumatism,

or Neuralgia, a few bottles of Ayer's Sarsaparilla will relieve and cure you. Alice Kendall, 218 Tremont st., Boston, Mass., writes: "I have been troubled with Neuralgia, pain in the side, and weakness, and have found greater relief from Ayer's Sarsaparilla than from any other remedy." J. C. Tolman, 336 Merrimack st., Lowell, Mass., writes: "In no other remedy have I ever found such a happy relief from Rheumatism as in

Forearmed

with Ayer's Sarsaparilla, there need be no fear of Dyspepsia, Rheumatism, Neuralgia, Salt Rheum, Tetter, Eczema, Catarrh, Liver troubles, or any of the diseases arising from Scrofulous taints in the blood. Geo. Garwood, Big Springs, Ohio, writes: "Ayer's Sarsaparilla has been used in my family for a number of years. I was a constant sufferer from

Dyspepsia,

but Ayer's Sarsaparilla effected a permanent cure. Seven years ago my wife was troubled with Goitre: two bottles of Ayer's Sarsaparilla cured her, and she has never had any return of the disease. I regard this preparation as the best medicine in use for the blood." B. Barnard Wair, 75 Adams st., Lynn, Mass., writes: "For many years I suffered terribly from Indigestion, Dyspepsia, and Scrofula. Almost hopeless, I took Ayer's Sar-

Ayer's Sarsaparilla

saparilla." It instils new life into the blood, and imparts vitality and strength. Being highly concentrated, it is the most economical blood purifier.

and am a well man to-day." Be sure and get Ayer's Sarsaparilla, the most thorough and effective blood purifier. The best is the cheapest.

Prepared by Dr. J. C. Ayer & Co., Lowell, Mass., U. S. A.

For sale by all druggists. Price $1; six bottles for $5.

TEACHERS' AGENCIES.

WOMAN'S EXCHANGE

Teachers' Bureau.

Supplies Professors, Teachers, Governesses, Musicians, etc., to Colleges, Schools, Families and Churches. Also Bookkeepers, Stenographers, Copyists and Cashiers to Business Firms.

Address, (Mrs.) A. D. CULVER,
339 Fifth Ave., N. Y.

NO COMMISSION CHARGES.

Teachers wishing situations for winter should apply to us at once.

School officers are invited to secure teachers from our members and thereby allow the teachers to have full benefit of the salary paid.

Teachers' Co-operative Association of New England,
75 Hawley Street, Boston.

Pennsylvania Educational Bureau

BUSINESS TRANSACTED IN ALL THE STATES AND TERRITORIES.

Frank H. Curtess, Prof. of Normal Methods, Central Tenn. College, Nashville, Tenn., writes: "I was very highly pleased with the manner in which you have dealt with me, and can recommend the Bureau."

For application form and list of testimonials, address
L. B. LANDIS, Manager,
631 Hamilton St., Allentown, Pa.

American and Foreign

Teachers' Agency,

Introduces to colleges, schools, and families superior Professors, Principals, Assistants, Tutors, and Governesses for every department of instruction; recommends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON,
American and Foreign Teachers' Agency,
23 Union Square, New York

TEACHERS' AGENCIES.

TEACHERS

A sample copy of our **School Almanac and Guide for 1886,** containing one of the best almanacs published, a directory of New England schools and principals, suggestions to teachers when applying for a position, and other valuable information, will be sent, post-paid, on receipt of six cents in stamps.

J. RANSOM BRIDGE & CO.,
19 Tremont St., Boston Mass. P. O. Box 1965.

THE BOSTON TEACHERS' AGENCY.

Successful Teachers seeking better positions, and Superintendents and committees wanting good Teachers, are invited to apply to Everett O. Fisk, Manager, 13 Tremont Place, Boston.

TEACHERS! Our New School Aids are the best and cheapest system for conducting schools in good quiet order. Each set contains 212 large elegant chromo excelsior, merit and credit cards, price per set $1; half set 50c. 600 new designs prize, reward and gift medals, diplomas, school reports reward, excelsior, merit, credit, birthday, friendship, christmas, scripture fine gift cards. Large set samples, 25c. All postpaid.
FINE ART CO., WARREN, PA

BEST TEACHERS, AMERICAN AND FOREIGN,
promptly provided for Families, Schools, and Colleges without charge.
Skilled Teachers supplied with Positions.
Circulars of Good Schools free to Parents.
School Property rented and sold.
School and Kindergarten Material, etc.
J. W. SCHERMERHORN & CO.,
American School Institute, 7 East 14th St., N. Y.

BROCKWAY TEACHERS' AGENCY,
Rooms 7-9, Times Building, Chicago, supplies Schools, Families and Colleges with teachers, and teachers with positions. Recommends good schools to parents. Mrs. L. F. BROCKWAY, Mang'r. Established 1880.
ENDORSED BY LEADING EDUCATORS.

RAVEN GLOSS SHOE

Absolutely the best. Softens and preserves leather. Makes ladies' shoes look new, not varnished.

BUTTON & OTTLEY,

GLOSS DRESSING

Leading Shoe Dealers everywhere commend it. Is economical. Take no other. Beware of imitations.

Mfrs., NEW YORK.

GLAD TIDINGS TO ALL!

Send to the **OLD RELIABLE.** NO HUMBUG

Greatest inducements ever offered. Now's your time to get up orders for our celebrated **Teas** and **Coffees,** and secure a beautiful Gold Band or Moss Rose China Tea Set, or Handsome Decorated Gold Band Moss Rose Dinner Set, or Gold Band, or Moss Decorated Toilet Set, or white Granite Dinner Set, or **Beautiful Parlor Hanging Lamp,** or **Watch.** No house can give the same quality of goods and premiums as we. We stand at the head and defy competition.

For full particulars address

THE GREAT AMERICAN TEA COMPANY,
P. O. Box 289. 31 & 33 Vesey St., New York.

In all the affairs of this world so much reputation brings so much power. The Acme Stationary Co., of New York, have a reputation for honest dealing and thrifty enterprise, surpassed by no other firm in the country. The embossed writing pads and tablets manufactured by them for teachers' and pupils' use in the library and school-room are not only useful but highly ornamental. They come in three sizes, octavo, commercial, and pocket note, and are made of the celebrated Acme linen, vellum linen, quadrille, and cream papers. They make elegant birthday, prize, or holiday gifts. This compay also manufactures many other lines of tablets and general educational stationary. The Quincy Practice Paper in four series and the favorite Thesis or examination tablets, are a line of goods extensively used by teachers. Samples and price-lists can be had on application.

Betts' Folding Globe is a new departure in the line of convenient school supplies, which is meeting with great favor among teachers who have seen and used it. The advertisement on another page will explain, through the pictures, the manner in which it is to be used by teachers. It is without question one of the best educational contrivances that has come into the market in a long time.

"Have you seen the latest thing out?" eagerly cried Mrs. Flapover, rushing into Mrs. Fitzgoober's sitting room, with a bundle in her arms. "Yes," sadly answered Mrs. Fitzgoober, "I saw it last night." "What is it?" asked the visitor in surprise. "My husband; he didn't get in till nearly daylight."

"So Brown has had his leg amputated?" "Yes, poor fellow! It was cut off last week." "And how does he stand it? Does he suffer much pain?" "I believe not." "That's strange. They probably keep him under the influence of drugs, don't they?" "I think they stopped that treatment last Wednesday." "Why did they stop on that particular day?" "That's the day he died."

Look out for your head.

No matter what parts it may finally affect, Catarrh always starts in the head, and belongs to the head. There is no mystery about the origin of this direful disease. It begins in a neglected cold. One of the kind that is "sure to be better in a few days." Thousands of victims know how it is by sad experience. Ely's Cream Balm cures colds in the head and Catarrh in all its stages. Not a snuff nor a liquid. Applied with the finger to the nostrils.

In a single game of lacrosse at Toronto the other day one man was knocked senseless, a second had a thumb broken, and a third injured his collar-bone, and a fourth broke his arm. Why don't people let those barbarous Indian games alone, and go in for something civilized? Now, in base-ball no one gets hurt but the umpire.

LEARN THE TRUTH ABOUT Hale's Honey of Horehound and Tar. It softens the Cough, relieves the windpipe and bronchial tubes of mucus, tones the lungs and the membranes of the throat, and restores to the organs of respiration their natural strength and vigor. 75c., 50c., $1.

It is related that a certain German maiden once presided at a mineral water fountain at which there were only two kinds of syrup—vanilla and lemon. To her came a young man who said: "I want a glass of soda without syrup." "Ya," replied Katrina, "boot vot kind of siroop you want mitout—mitout vanilla or mitout lemon."

MADAME ZADOC PORTER'S COUGH BALSAM is a Vegetable Expectorant, prepared with care to meet the urgent and growing demand for a safe and reliable antidote for diseases of the throat and lungs. Disorders of the pulmonary organs are so prevalent, and so fatal in our ever-changing climate that a reliable antidote has been long and anxiously sought for.

"I BEGAN to cultivate the habit of early rising," said Old Hyson, severely, "when I was a young man." "Me too," replied Young Hyson. "I rise from the table never later than two A.M., and go right home and straight to bed, no matter how hard the boys coax me to stay later."

Dr. W. H. Wilson, of Springfield, Georgia, says: "Hunt's Remedy is the best medicine for dropsy and kidney diseases that I ever used."

Dr. Gilbert Clark, of Warren, R. I., says: "Hunt's Remedy for dropsy and kidney diseases, is a standard remedy."

LADIES!

PROMPT AND RELIABLE

Endorsed by Physicians.

It quickly induces the liver to healthy action, removing the causes that produce Bilious Headache, Dyspepsia, Piles, &c.

By the use of HUNT'S REMEDY the Stomach and Bowels will regain their strength and the blood will be perfectly purified.

It cures Female Complaints and by its use monthly sickness is rendered painless.

It is purely vegetable, and meets a want never before furnished to the public, and the utmost reliance may be placed in it.

Reliable Words.

"He who lives after nature shall never be poor."

A Clergyman.

Rev. Charles Pike, of Waterbury, Conn., says: "I contracted a weakness of the kidneys, which was made worse by drinking water in the different places where I resided. I suffered severely. I purchased a bottle of HUNT'S [Kidney and Liver] REMEDY, with the guarantee that it would help me, as it afterward did."

"In an orderly house, all is soon ready."

A Grateful Lady.

This is to certify that I have used HUNT'S [Kidney and Liver] REMEDY, for the kidneys and other troubles with very satisfactory results, and would recommend the same to those afflicted as I was. Gratefully, Mrs. D. F. Peck, Ansonia, Ct."

"Out of debt out of danger."

My Wife's Mother.

Mr. Charles W. Morris, *Eagle* Office, Pittsfield, Mass., writes:—"My wife's mother had been in a very precarious condition with dropsy, or Bright's disease of the kidneys. HUNT'S [Kidney and Liver] REMEDY has worked a miracle in her." Price, $1.25. Send for illustrated Pamphlet to

HUNT'S REMEDY CO., Providence, R. I.

Sold by all druggists,

C. N. CRITTENTON, General Agent, New York.

I Owe My Life.

CHAPTER I.

"I was taken sick a year ago
With bilious fever."

"My doctor pronounced me cured, but I got sick again, with terrible pains in my back and sides, and I got so bad I
Could not move!
I shrunk!
From 298 lbs. to 120! I had been doctoring for my liver, but it did me no good. I did not expect to live more than three months. I began to use Hop Bitters.

Directly my appetite returned, my pains left me, my entire system seemed renewed as if by magic, and after using several bottles, I am not only as sound as a sovereign, but weigh more than I did before. To Hop Bitters I owe my life."
Dublin, June 6, '81 R. FITZPATRICK.

CHAPTER II.

"Malden, Mass, Feb. 1, 1880. Gentlemen—I suffered with attacks of sick headache."

Neuralgia, female trouble, for years in the most terrible and excruciating manner.

No medicine or doctor could give me relief or cure, until I used Hop Bitters.

"The first bottle
Nearly cured me;"
The second made me as well and strong as when a child.
"And I have been so to this day."
My husband was an invalid for twenty years with a serious
"Kidney, liver and urinary complaint
"Pronounced by Boston's best physicians—"Incurable!"
Seven bottles of your Bitters cured him and I know of the
"Lives of eight persons"
In my neighborhood that have been saved by your bitters,
And many more are using them with great benefit. "They almost do miracles!"
—*Mrs. E. D. Slack.*

HOW TO GET SICK.—Expose yourself day and night; eat too much without exercise, work too hard without rest, doctor all the time, take all the vile nostrums advertised, and then you will want to know
HOW TO GET WELL.—which is answered in three words—Take Hop Bitters!

☞ None genuine without a bunch of green Hops on the white label. Shun all the vile, poisonous stuff with "Hop" or "Hops" in their name.

SAMPLE BOOK containing 51 samples of new cards 6 pieces to pay postage CENTER BROOK CARD CO., Centerbrook, Ct. **FREE!**

6 CENTS For 51 new chromo, scrap & gold edge cards, ESSEX CARD WORKS, Ivoryton, Conn

200 New Picture Scrap Agents Album of 49 Card Samples for 10c. Stoam Card Works, Hartford, Ct.

NEW BOOKS FOR THE NEW YEAR!!!

Every teacher should have a reliable guide for selecting text-books for the Spring Term. Consult our new descriptive catalogue which contains lists of standard works for all grades and all departments of study. Among them may be found some of the most popular and successful text-books published.

Special attention is called to our new works in the following studies:

READING, (inc. Supplementary Reading.) GEOGRAPHY, ARITHMETIC, (new series.) DRAWING, LANGUAGE, ORTHOGRAPHY, BOTANY, PHYSIOLOGY, PHYSICS, CHEMISTRY, GEOLOGY, ZOOLOGY, GEOMETRY, LATIN, GREEK, FRENCH, GERMAN, PEDAGOGICS, PSYCHOLOGY, HISTORY.

Books for READING CIRCLES, new and valuable CHARTS and Maps.

Catalogue, "Educational Notes," etc., sent free on application.

D. APPLETON & CO., Publishers, New York, Boston, Chicago, San Francisco.

THE ONLY PHYSIOLOGY PUBLISHED,

Suitable for Primary and Intermediate Grades, is

OBJECT LESSONS ON THE HUMAN BODY.

By MISS S. F. BUCKELEW, AND MISS M. W. LEWIS.

Teachers' Edition, 12mo., Illustrated, 75c. per Copy. Pupil's Edition, 12mo. Illustrated, 40c. per Copy.

Under the N. Y. State Temperance Law, this book has been adopted in the following places:—Albany, Cohoes, Saratoga Springs, Kingston, Yonkers, Middletown, Binghamton, Elmira, Batavia, Lockport, Albion, Flushing, Rye, Sing Sing, Stapleton, and a large number of other important towns in the State.

A. LOVELL & CO., Publishers, 16 Astor Place, N.Y.

A NEW YORK EDITION OF

Young's Government Class Book:

CONTAINING

Part I. Principles of Government;

1. General Principles of Government. 2. Government in the State. 3. The United States Government.

Part II. Principles of Law.

1. Common and Statutory Law (or Municipal Law). 2. International Law. Together with the State and Local Government, and an Abstract of the Constitution of New York, meeting the requirements of the Regents.

New Edition, Thoroughly Revised. By Salter S. Clark, Counsellor at Law.

"It would not require much time or much study to take a class of scholars through this little volume and the process would certainly make them much better neighbors and citizens."—*N. Y. Times.*

A Sample copy for examination will be sent by mail on receipt of $1.

CLARK & MAYNARD, Publishers, 771 Broadway and 67 & 69 Ninth St., New York.

MONROE'S NEW READERS.

THE VERY LATEST, AND THE VERY BEST.

CONTAINING ALL THE MODERN IMPROVEMENTS IN METHODS ILLUSTRATIONS, TYPE, PAPER AND BINDING, WITH MANY ORIGINAL FEATURES NOT FOUND IN OTHER BOOKS.

ENTIRELY NEW READING MATTER.

CIRCULARS AND SPECIMEN PAGES FREE.

COWPERTHWAIT & Co.

PHILADELPHIA, PA.

CHARLES De SILVER & SONS,

No. (G) 1102 Walnut Street, Philadelphia

PUBLISHERS OF

INTERLINEAR CLASSICS.

"We do amiss to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.

Virgil, Cæsar, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John and Xenophon's Anabasis, each, to Teachers $1.80.

Clark's Practical and Progressive Latin Grammar; adapted to the Interlinear Series of Classics, and to all other systems. Price, to Teachers, $1.10.

Sargent's Standard Speakers, Frost's American Speaker, Pinnock's School Histories, Lord's School Histories, Manesca's French Series, etc.

☞ *Sample pages of Interlinears free.* Send for terms and new catalogue of all our publications

ALLEN'S FORTY LESSONS

—IN—

BOOK-KEEPING,

CLEAR,—CORRECT,—CONCISE.

Endorsed and used by best Educators. Any Teacher and Pupil can understand it.

Price, $1.50. Introduction Price, $1.00.

Six Specimen lessons sent free.

Geo. Allen,

Agents Wanted. Newbern, N. C.

PRANG EDUCATIONAL COMPANY.

Publishers and Dealers in Drawing and Artists' Materials.

PUBLISHERS OF

Prang's American Text-Books of Art Education. A System of Drawing used in the leading Cities of the Country. This system has a wider adoption than all other systems united.

Prang's Natural History Series for Schools. Intended to be used as aids for Object Teaching.

Prang's Natural History Series for Children Intended to be used for Supplementary Reading.

Prang's Trades and Occupations. Splendidly Illustrated for Object Teaching.

Prang's Color Chart. For Teaching Color in Primary Schools.

(ADOPTED BY BOSTON SCHOOL BOARD.)

MANUFACTURERS OF

Prang's Drawing Models, Prang's School Pencils, Prang's School Compasses.

☞ For Catalogues and particulars, address

THE PRANG EDUCATIONAL CO.,
7 PARK STREET, BOSTON.
180 WABASH AVENUE, CHICAGO.

BOOKS which Teachers must have.

CHILDRENS' HOUR. By Mrs. M. B. C. Slade. Containing Dialogues, Speeches, Motion Songs, Tableaux, Charades, Blackboard Exercises, Juvenile Comedies, etc., for Primary Schools, Kindergartens, and Juvenile Entertainments. 1 vol., 16mo, boards. Price, 50 cents.

EXHIBITION DAYS. By Mrs. M. B. C. Slade. Dialogues, Speeches, Tableaux, Charades, Blackboard Exercises, etc., adapted to scholars in the Common Grammar, and High School. 1 vol., 16mo, boards. Price, 50 cents.

NATIONAL KINDERGARTEN SONGS AND PLAYS. Written and collected by Mrs. Louise Pollack, Principal of National Kindergarten Normal Institute Washington, D. C. 1 vol., 16mo, boards. Price, 50 cts.

CHARADES AND PANTOMIMES. For School and Home Entertainment; with additions by Oliver Optic. 1 vol., 16mo, boards. Price, 50 cents.

POPULAR AMUSEMENTS. For School and Home, with additions by Oliver Optic. 1 vol., 16mo, boards. Price, 50 cents.

THE NEW DIALOGUES. By C. M. Barrows. 1 vol., 16mo, boards. Price, 50 cents.

MANUAL OF GYMNASTIC EXERCISES. By Sam'l W. Mason, Supervisor of Boston Schools. 1 vol., 16mo. Price, 40 cents.

Any of the above sent by mail, postage paid, on receipt of price.

HENRY A. YOUNG & CO.
53 Franklin St., Boston.

AGENTS for Dennison's Plays. Send for Catalogue. Best variety of this class of books in the country.

BARNES' BRIEF HISTORY SERIES.

United States,	Renewed and Beautified,	$1.00	Mediæval and Modern,	Peoples,	$1.00
France,	- - -	1.00	Greece,	- - -	.75
The World,	- - -	1.60	Rome,	- - -	1.00
Ancient Peoples,	- - -	1.00	Berard's England,	- -	1.25

FOR HOUSEHOLD AND REFERENCE.

Barnes' Popular History of the United States. One volume, 800 pages, 8vo. Cloth. 320 Wood and 12 Steel Engravings. Special price to teachers only, $3.50.

JUST PUBLISHED: A new graded *PRIMARY UNITED STATES HISTORY* carefully graded for intermediate classes. 226 pages, 61 illustrations, 9 maps, 16mo, cloth; price 60 cents.

"The book before us is a rare specimen of what a school text book should be. It is written in a clear, easy style, is well balanced in the lay out of its chapters and sections and seizes upon the most important and essential points, so that it is full of interest to young minds."—*New England Journal of Education.*

☞ Any of above mailed postage paid for examination on receipt of price.

☞ For Catalogue of over 800 School Publications, address,

A. S. BARNES & CO., Publishers 111 & 113 William Street New York.

MESERVEY'S BOOKKEEPING.

Single and Double Entry, for High Schools and Academies.

Single Entry, for Grammar Schools.

These are concise, clear, and practical manuals, free from perplexing technicalities, and present the subject in such a manner that the pupil may readily adopt its principles to the ordinary occupations, as well as to the more extensive and complex. These books have been adopted and are used in more than six hundred cities and towns, and over seventy academies, in *New England alone*, with the most gratifying results. They are also extensively used in all parts of the country.

WE HAVE JUST PUBLISHED AN

ELEMENTARY POLITICAL ECONOMY,

DESIGNED FOR HIGH SCHOOLS AND ACADEMIES. By the Same Author.

A copy will be sent on application, with view to introduction. For Bookkeeping, single and double entry, 50 cents; single entry, 30 cents; Political Economy, 30 cents.

THOMPSON, BROWN & CO., 23 Hawley Street, Boston.

NUMBER LESSONS

FOR SUPPLEMENTARY WORK IN ARITHMETIC.

This Series consists of 9 Numbers, covering all the more important rules of Arithmetic, the different principles being combined and applied in a manner at once useful and interesting. There are 48 lessons to each number, and 5 examples to each lesson, with plenty of paper of good quality for their solution. They are so arranged that they may be torn off as the work is done, or the whole can be preserved.

Teachers afflicted with dull text-books will find something here to enliven their classes. Send Six Cents for sample copy by mail.

LEACH, SHEWELL & SANBORN, Publishers,

87 Franklin St., Boston. 743 Broadway, New York.

JAS. A. EDWARDS, Dubuque, Ia.

IMPROVED GEOGRAPHICAL AND HISTORICAL

CARDS!!

200 CARDS AND 1000 IMPORTANT FACTS IN EACH SET.

The most Fascinating and Instructive Exercise ever introduced into the School or Home Satisfaction guaranteed. Price of each set, $1.00.

ADDRESS *M. M. MELIA, Woodstock, Ohio.*

CIRCULARS ON APPLICATION.

Anthem Books. FOR 1886 Cantatas.

Ditson & Co. offer to Choirs, Anthem, Chorus and Quartet Books unequalled in quality and variety Send for lists! Of the following Anthem Books, the first three may be called the easiest, but none are too difficult for ordinary choirs.

Perkins' Easy Anthems,	$1.00 or	$9.00 per doz.
American Anthem Book,	1.25 or	12.00 "
Dressler's Sacred Select'ns,	1.50 or	13.50 "
Emerson's B'k of Asthems,	1.25 or	12.00 "
Anthem Harp, Perkins,	1.25 or	12.00 "
Gem Gleaner, Chadwick,	1.00 or	9.00 "
Laus Deo, Henshaw,	1.00 or	9.00 "
Santoral, Palmer & Trowbridge	1.00 or	9.00 "
Vox Laudis, Leslie,	1.00 or	9.00 "

Not a poor book in the list. Choir leaders who have used one run no risk in ordering any of th others.

New Cantatas for Choirs and Societies.

Christoforus, Legend. Rheinberger,	$1.00,	$9.00 doz.	
Fall of Jerusalem, Parkhurst,	1.00,	9.00 "	
Holy City, Gaul,	1.00,	9.00 "	
91st Psalm, Ballard,	.60	5.40 "	
Out of the Depths, Darling,	.75,	6.75 "	
Rebecca, Hodges,	.65,	6.00 "	
Ruth and Boaz, Andrews,	.65,	6.00 "	
Herbert and Elsa, Thayer,	.75,	6.75 "	
Heroes of '76, Trowbridge,	1.00,	9.00 "	

Specimen copies of any of these books mailed, postfree for the retail price.

OLIVER DITSON & CO., BOSTON.

C. H. DITSON & CO., 867 Broadway, N. Y.

A History of Pedagogy.

Brief enough to be readily mastered, and full enough to be interesting and fruitful. It is a translation of Gabriel Compayre's charming *Histoire de la Pedagogie*, made by W. H. PAYNE, *Professor of the Science and the Art of Teaching in the University of Michigan*, who has added an introduction, notes, references, and an index

D. C. HEATH & CO., Publishers,

3 Tremont Place, Boston,

16 Astor Place, N. Y.

35 Metropolitan Block, Chicago.

SCHOOL BOOKS WANTED

Superintendents or Teachers having any superfluous SCHOOL BOOKS can obtain for them Standard, Miscellaneous Reading on advantageous terms by addressing,

DANIEL VAN WINKLE,

88 Chamber Street, N. Y.

Publisher of

Campbell's Reading Spellers,
Allen's Composition Books,
Continental Readers,
Continental Copy Books,
Continental Physiology,
Economic Class Records,
Campbell's Combination Blanks.

Send for Catalogues, Etc.

SOWER, POTTS & CO.,

PHILADELPHIA.

THE NORMAL EDUCATIONAL SERIES.

Dr. Brooks's Normal Mathematical Course.
1. Standard Arith. Course, in Four Books.
2. Union Arith. Course, in Two Books, combining Mental and Written.
Brooks's Higher Arithmetic.
Brooks's Normal Algebra.
Brooks's Geometry and Trigonometry.
Brooks's Philosophy of Arithmetic.
Manuals of Methods and Keys to the Above.
Montgomery's Nor. Union System Indust. Drawing
Lyte's Bookkeeping and Blanks.

20 All Hidden Name Cards, an elegant 48 page floral Autograph Album, 8 French Dolls with wardrobe of 32 pieces, and 500 New Scrap Pictures, all for 25 Cents. SNOW & CO., Meriden, Conn.